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ABSTRACT

Reports and statistical data summarizing the major trends and events of 1990 with regard to higher education are presented in four main sections, each with a number of subsections. The topics covered in section 7, "The Academy: A Statistical Profile," are as follows: enrollments expected to reach new peak in 1991; enrollments trend line still upward; California, New York still lead nation; recent ethnic trends vary; bachelor's degrees in social sciences lead way in 1988-89; education remains fastest-growing field for master's degrees; only slight gains in doctoral degrees registered in 1987-88; the third consecutive decline in first professional degrees was reported; faculty salary rate of increase up slightly: faculty salary bargaining differential over $6,000; more part-time faculty and students at community colleges; 1989 patterns repeated in 1990 for Scholastic Aptitude Test and American College Testing scores; no change in endowments; state higher education appropriations down only in Massachusetts; and federal higher education appropriations show a nominal increase. Section 2, "Review of the Year," covers the following: campus trends, 1990 highlights; a higher education chronology, 1989-90; higher education legislation, 1989-90; Supreme Court decisions, 1989-90; and National Association of Intercollegiate Athletics (NAIA) and National Collegiate Athletic Association (NCAA) team competition winners. This section also contains a selected bibliography of higher education books. Section 3, "Resources and References," covers forthcoming academic meetings in 1991, higher education journals, and reference aids, and fellowship sources for higher education faculty. In the final section, "National Education Association (NEA) and Higher Education," subtopics considered are: higher education reform, NEA policy statements and higher education reform, NEA Advisory statement; NEA resolutions, legislative program; NEA statement on community college governance; minority mentoring; a common university economic/social policy, the Standing Committee on Higher Education; NEA membership and benefits; and NEA higher education journal; the National Council for Higher Education; and NEA higher education bargaining units). (GLR)

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The NEA 1991 Almanac of Higher Education

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Introduction

This NEA *1991 Almanac of Higher Education* brings you an overview of the major current trends in higher education. In these pages you'll find an extensive statistical portrait of higher education, a compendium of resources for faculty and staff, and an update on NEA activities in higher education.

The *Almanac* also offers a review of the year past—and quite a year it has been. Over the past 12 months we have witnessed the historic crumbling of the Berlin Wall and the birth of a new level of international cooperation—especially in the area of higher education.

In recent months, NEA members in higher education have helped develop a new international "common university statement." We have included that statement in the pages that follow.

We've also included other important cooperative work from the past year, most notably a statement on "minority mentoring" developed jointly by NEA and AAUP. At a time when intolerance seems to be on the rise throughout American society, few tasks are more important than building a positive, multicultural climate.

NEA has, of course, worked in a number of areas over the past year. We've registered progress in legislative halls and at bargaining tables. We've litigated for the rights of higher education faculty and staff—and we've grown, enormously.

In fact, during 1989-1990, NEA became the first union, the first professional association, to pass the 2 million membership mark.

NEA currently represents higher education faculty and staff on more campuses than any other organization. NEA now bargains at some 284 two-year and 113 four-year higher education institutions. Among NEA's newest bargaining units are campuses in California and Nebraska.

On NEA-represented campuses, NEA members are active on a variety of fronts. They're increasing faculty salaries, fighting for pay equity, and defeating administrative proposals for faculty reduction.

On the national stage, NEA is working on broad issues that affect the careers of higher education faculty and staff. One example: NEA, as announced last fall by NEA President Keith Geiger, has negotiated key changes in TIAA-CREF that strengthen the ability of higher education personnel to control their pension dollars and future.

Politically, NEA is working to build coalitions between the educational, labor, environmental, and business communities for new national priorities. With the end of the Cold War, national security needs to be redefined, and NEA has made the struggle for that redefinition an important priority.

The past year has also been a year of transition. After seven years in office, Roxanne Bradshaw, the Colorado Community college instructor who's served as NEA secretary-treasurer, stepped down from her post this past September. Succeeding Bradshaw is Marilyn Monahan, a New Hampshire elementary teacher elected at the NEA Representative Assembly in Kansas City last summer.

We've tried to work into this *Almanac* reference information that's not readily available anywhere else. We hope you find this data useful.

We also hope that you'll give some thought to reference information you would like to see in future editions of the *Almanac*. The *Almanac* is your publication. We appreciate any comments you have that may make this volume more useful as you go about your profession.

—Rebecca L. Robbins, editor

The Academy: A Statistical Profile

Enrollments: Expected To Reach New Peak in 1990-91

Enrollment in the nation is expected to total 59.8 million students this fall, up by nearly 400,000 from a year ago. Of that number, about 46.2 million young people will attend elementary and secondary schools, over 200,000 more than a year ago; and 13.6 million are expected to enroll in public and private colleges and universities, an increase of more than 100,000 students from fall 1989.

Enrollment in educational institutions, by level of instruction and by type of control: Fall 1980 to fall 1990 (in thousands)

Level of instruction and type of control	Fall 1980	Fall 1985	Fall 1989	Fall 1990
Elementary and secondary schools[1]	46,249	44,979	45,963	46,192
Public	40,918	39,422	40,608	40,801
Private	5,331	5,557	5,355	5,391
Kindergarten through grade 8[2]	31,669	31,225	33,309	33,765
Public	27,677	27,030	29,147	29,546
Private	3,992	4,195	4,162	4,219
Grades 9 through 12	14,581	13,754	12,654	12,427
Public	13,242	12,392	11,461	11,255
Private	1,339	1,362	1,193	1,172
Higher education[3]	12,097	12,247	13,419	13,558
Public	9,457	9,479	10,430	10,539
Private	2,640	2,768	2,989	3,019
All levels	58,346	57,226	59,382	59,750
Public	50,376	48,901	51,038	51,340
Private	7,971	8,325	8,344	8,410

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1990; Projections of Education Statistics to 2001.* (July 1990)

[1]Includes enrollments in local public school systems and in most private schools (religiously affiliated and nonsectarian). Excludes subcollegiate departments of institutions of higher education, residential schools for exceptional children, and federal schools.

[2]Includes most kindergarten and some nursery school enrollment. Excludes preprimary enrollment in schools that do not offer first grade. This undercount of preprimary enrollment is particularly significant for private schools. According to data collected by the U.S. Bureau of the Census, public and private nursery school and kindergarten enrollment of three- to five-year-olds grew from 4.9 million in 1980 to 6 million in 1989.

[3]Includes full-time and part-time students enrolled in degree-credit and nondegree-credit programs in universities, other four-year colleges, and two-year colleges. Excludes students in noncollegiate postsecondary institutions.

Enrollments: Trend Line Still Upward

Estimates for the 1989 academic year place total college enrollment at nearly 13.5 million students, a 3.4 percent increase over 1988. College attendance rates have increased among women and undergraduates.

Enrollment in institutions of higher education by gender, attendance status, and attendance level of student, and by level and control of institution: Fall 1988 and 1989

Level and control of institution	Total	Gender		Attendance status		Attendance level	
		Men	Women	Full-time	Part-time	Undergraduate	Postbaccalaureate
Level							
4-year							
1989 (estimates)	8,362	3,973	4,390	5,815	2,547	6,606	1,756
1988	8,175	3,912	4,263	5,688	2,487	6,436	1,739
Percent change*	*2.3	*1.5	*3.0	*2.2	2.4	*2.6	1.0
2-year							
1989 (estimates)	5,119	2,200	2,919	1,862	3,257	5,119	—
1988	4,863	2,084	2,778	1,737	3,126	4,863	—
Percent change*	*5.3	*5.6	*5.0	*7.2	*4.2	*5.3	—
Selected control/levels**							
Public 4-year							
1989 (estimates)	5,668	2,677	2,991	3,934	1,733	4,596	1,072
1988	5,544	2,633	2,911	3,839	1,705	4,486	1,058
Percent change*	*2.2	*1.7	*2.7	*2.5	*1.6	*2.4	1.3
Private nonprofit 4-year							
1989 (estimates)	2,644	1,262	1,383	1,842	802	1,965	679
1988	2,578	1,245	1,334	1,808	770	1,902	676
Percent change*	2.6	1.4	*3.7	*1.8	4.2	3.3	0.5
Public 2-year							
1989 (estimates)	4,889	2,103	2,786	1,695	3,194	4,889	—
1988	4,612	1974	2,638	1,570	3,042	4,612	—
Percent change*	*6.0	*6.6	*5.6	*8.0	*5.0	*6.0	—
Total, 1989 (estimates)	13,487	6,175	7,312	7,683	5,804	11,731	1,756
Total, 1988	13,043	5,998	7,045	7,430	5,613	11,304	1,739
Percent change*	*3.4	*2.9	*3.8	*3.4	*3.4	*3.8	1.0

NOTE: Details may not add to totals because of rounding. The 95 percent confidence interval, expressed as a percentage of the total enrollment estimate, is + 0.8 percent. The confidence level percent for each estimate is available upon request. Postbaccalaureate includes graduate and first-professional enrollment.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), *Fall Enrollment* survey, 1988, and *Early Estimates* survey, 1989.

—Not applicable.

*Only percent changes that are noted by an asterisk are statistically different from zero at the 95 percent confidence level. Caution should be exercised when collectively interpreting several percent changes noted by an asterisk. The confidence level that all of the percent changes considered are statistically different from zero may be less than 95 percent. Percent changes were calculated on actual, not rounded, values.

**Data for private two-year institutions and private for-profit four-year institutions are not shown separately because the number of institutions in the sample was small and the standard errors large.

Enrollments: California, New York Still Lead Nation

Nearly 1.6 million undergraduates attended California's public colleges and universities in 1988. New York enrolled more than 580,000 students in its public higher education institutions. An additional 423,569 students attended private colleges in New York—the nation's highest state total. New York and California also enrolled the most graduate and professional students in 1988.

Total enrollment in institutions of higher education by control and type of institution, level of enrollment and state: Fall 1988

	Public 4-year	Public 2-year	Private 4-year	Private 2-year	All undergraduate	Total
Alabama	115,700	60,643	18,777	4,693	178,954	199,813
Alaska	22,115	5,030	1,216	—	27,346	28,361
Arizona	93,146	148,382	14,269	1,989	230,262	257,786
Arkansas	55,352	16,601	9,812	2,785	77,275	84,550
California	484,181	1,057,124	201,539	10,720	1,560,106	1,753,564
Colorado	105,270	57,632	18,347	5,039	164,747	186,288
Connecticut	64,501	41,918	57,467	1,791	130,931	165,677
Delaware	22,328	9,317	6,615	—	34,065	38,260
Dist. of Columbia	12,108	—	66,981	—	48,469	79,089
Florida	157,549	262,829	90,055	5,157	460,804	515,590
Georgia	129,692	48,159	42,560	10,351	196,276	230,762
Hawaii	22,550	19,979	9,768	—	46,080	52,297
Idaho	29,779	5,340	2,460	8,138	40,161	45,717
Illinois	193,388	328,236	157,965	9,385	590,929	688,974
Indiana	173,499	35,734	55,431	3,238	231,918	267,902
Iowa	68,872	44,391	45,017	2,894	137,768	161,174
Kansas	87,368	51,332	12,833	1314	131,581	152,847
Kentucky	97,895	31,330	23,170	7,473	137,798	159,868
Louisiana	133,830	15,519	24,170	2,512	150,771	176,031
Maine	30,198	5,716	10,919	1,070	43,756	47,903
Maryland	109,281	103,041	35,882	875	212,645	249,079
Massachusetts	112,800	75,971	223,640	14,209	343,625	426,620
Michigan	249,457	214,818	73,399	4,906	477,704	542,580
Minnesota	133,905	57,281	48,621	4,899	214,285	244,706
Mississippi	53,344	46,653	10,258	2,617	101,515	112,872
Missouri	116,420	62,379	80,085	2,783	220,565	261,667
Montana	27,403	3,884	3,305	1,180	32,250	35,772
Nebraska	57,107	30,676	16,370	464	91,629	104,617
Nevada	25,719	23,467	161	25	44,517	48,832
New Hampshire	23,686	6,677	24,167	804	47,598	55,334

	Public 4-year	Public 2-year	Private 4-year	Private 2-year	All undergraduate	Total
New Jersey	133,123	110,644	55,937	2,936	256,695	302,640
New Mexico	47,396	29,998	2,056	—	68,603	79,450
New York	352,554	231,288	393,310	30,259	819,446	1,007,411
North Carolina	140,025	127,045	59,265	6,186	298,635	332,521
North Dakota	27,932	7,691	2,659	11	35,444	38,293
Ohio	278,424	123,080	106,639	33,594	471,644	541,737
Oklahoma	94,687	56,722	18,434	6,464	151,995	176,307
Oregon	68,432	68,175	19,220	332	137,363	156,159
Pennsylvania	229,235	94,290	212,873	37,529	489,422	573,927
Rhode Island	24,274	14,715	35,850	—	65,954	74,839
South Carolina	79,252	40,674	22,963	4,868	127,488	147,757
South Dakota	23,898	—	7,180	382	28,308	31,460
Tennessee	103,791	51,818	45,087	5,710	180,156	206,406
Texas	392,103	361,091	90,024	3,974	739,128	847,192
Utah	52,631	21,801	32,080	1,026	96,586	107,538
Vermont	15,762	4,205	12,383	2,117	30,590	34,467
Virginia	154,165	116,207	47,766	3,078	276,339	321,216
Washington	78,070	141,033	32,337	1,648	231,422	253,088
West Virginia	60,733	9,648	7,488	2,510	70,143	80,379
Wisconsin	151,146	90,712	42,211	1,158	256,235	285,227
Wyoming	10,773	15,138	—	629	24,694	26,540
U.S. Total	5,543,987	4,612,388	2,631,021	255,722	11,304,160	13,043,118

NOTE: Preliminary data.

Totals include first professional and graduate degrees for 1988.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), *Fall Enrollment Survey 1988*.

Enrollments: Recent Ethnic Trends Vary

Since 1978, enrollment in institutions of higher education[1] has increased by over 1.8 million students. All racial groups contributed to this net increase to varying degrees. Ranked by their proportion of the total increase, whites accounted for over one-half of the growth, followed by Asians or Pacific Islanders, Hispanics, Blacks, and American Indians or Alaskan Natives.

Total enrollment in institutions of higher education by control of institution, race/ethnicity and gender: Biennially, fall 1978 through fall 1988

	Number, in thousands					
	1978	1980	1982	1984	1986	1988
All institutions						
White, non-Hispanic	9,194	9,833	9,997	9,815	9,921	10,283
Black, non-Hispanic	1,054	1,107	1,101	1,076	1,082	1,130
Hispanic	417	472	519	535	618	680
Asian or Pacific Islander	235	286	351	390	448	497
American Indian or Alaskan Native	78	84	88	84	90	93
Nonresident alien	253	305	331	335	345	361
TOTAL	11,231	12,087	12,388	12,235	12,504	13,043
Public						
White, non-Hispanic	7,136	7,656	7,785	7,543	7,654	7,964
Black, non-Hispanic	840	876	873	844	854	881
Hispanic	363	406	446	456	532	587
Asian or Pacific Islander	195	240	296	323	371	406
American Indian or Alaskan Native	68	74	77	72	79	81
Nonresident alien	167	204	219	219	224	238
TOTAL	8,770	9,456	9,695	9,458	9,714	10,156
Private						
White, non-Hispanic	2,058	2,177	2,212	2,272	2,267	2,319
Black, non-Hispanic	215	231	228	232	228	248
Hispanic	55	66	74	79	86	93
Asian or Pacific Islander	40	47	55	67	77	91
American Indian or Alaskan Native	9	10	10	11	11	11
Nonresident alien	85	101	113	116	120	123
TOTAL	2,461	2,630	2,693	2,777	2,790	2,887
Women						
White, non-Hispanic	4,581	5,060	5,167	5,125	5,273	5,572
Black, non-Hispanic	601	643	644	639	646	687
Hispanic	205	240	267	281	328	370
Asian or Pacific Islander	109	135	162	180	209	237
American Indian or Alaskan Native	41	46	48	46	51	53
Nonresident alien	73	94	101	104	112	126
TOTAL	5,609	6,219	6,389	6,376	6,619	7,045

	Number, in thousands					
	1978	1980	1982	1984	1986	1988
Men						
White, non-Hispanic	4,613	4,773	4,830	4690	4,647	4,712
Black, non-Hispanic	453	464	458	437	436	443
Hispanic	213	232	252	254	290	310
Asian or Pacific Islander	126	151	189	210	239	259
American Indian or Alaskan Native	37	38	40	38	39	39
Nonresident alien	180	211	230	231	233	235
TOTAL	5,621	5,868	5,999	5,859	5,885	5,998

NOTE: Because of underreporting/nonreporting of racial/ethnic data, data before 1986 were estimated when possible. Also, due to rounding, detail may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey, *Fall Enrollment in Colleges and Universities* (1978-1984) and Integrated Postsecondary Education Data System *Fall Enrollment* surveys (1986 and 1988). Taken from U.S. Department of Education *Trends in Racial/Ethnic Enrollment in Higher Education: Fall 1978 through Fall 1988*.

[1]Institutions of higher education include institutions accredited at the college level by an agency recognized by the Secretary of Education. Changes noted in racial/ethnic data reported between 1980 and 1982 may be due to an increase in the number of private, two-year institutions of higher education in operation in 1982. Since 1982, the universe of institutions of higher education has remained fairly stable.

Bachelor's Degrees: Social Sciences Lead Way in '87-'88

The total number of bachelor's degrees awarded in 1987-1988 rose to 993,362, a 2,000 student increase over 1986-1987. The social sciences increased by nearly 5,000 students, and education increased by nearly 4,000. The number of foreign language students remained constant.

Bachelors degrees conferred by institutions of higher education by gender and program area: 1987-1988

Program Area	Men	Women	Total
Agriculture and natural resources	9,744	4,478	14,222
Allied health and health sciences	8,787	51,308	60,095
Architecture and environmental design	5,277	3,329	8,606
Area and ethnic studies	1,393	2,070	3,463
Business and management	129,764	113,580	243,344
Communications and communications technologies	18,588	28,117	46,705
Computer and information sciences	23,347	11,201	34,548
Education	21,005	70,008	91,013
Engineering and engineering technologies	76,607	12,184	88,791
Foreign languages	2,727	7,301	10,028
Home economics and vocational home economics	1,225	13,600	14,825
Law	413	890	1,303
Letters	13,152	26,351	39,503
Liberal/general studies	9,498	12,298	21,796
Library and archival sciences	17	106	123
Life sciences	18,261	18,500	36,761
Mathematics	8,513	7,375	15,888
Military sciences and military technologies	331	18	349
Multi/interdisciplinary studies	8,193	9,173	17,366
Parks and recreation	1,680	2,401	4,081
Philosophy and religion	3,858	2,101	5,959
Physical sciences and science technologies	12,375	5,401	17,776
Protective services	8,349	5,020	13,369
Psychology	13,484	31,477	44,961
Public affairs and social work	4,533	9,699	14,232
Social sciences	56,297	43,973	100,270
Theology	4,187	1,397	5,584
Visual and performing arts	14,106	22,494	36,600
Not classified by field of study	1,131	670	1,801
TOTAL ALL FIELDS	476,842	516,520	993,362

SOURCE: U.S. Department of Education, Center for Education Statistics, *Completions in Institutions of Higher Education 1987-1988.*

Master's Degrees: Education Remains Fastest-Growing Field

The number of women earning master's degrees in education increased by 2,482 in 1987-1988, over a 4 percent increase. The total number of education degrees increased by over 3 percent. Two other popular programs—business and management and engineering—increased by 3 and 6 percent respectively.

Master's degrees conferred by institutions of higher education by gender and program area: 1987-1988

Program area	Men	Women	Total
Agriculture and natural resources	2,427	1,052	3,479
Allied health and health sciences	4,028	14,495	18,523
Architecture and environmental design	2,042	1,117	3,159
Area and ethnic studies	495	410	905
Business and management	46,282	23,348	69,630
Communications and communications technologies	1,574	2,358	3,932
Computer and information sciences	6,702	2,464	9,166
Education	19,383	58,321	77,704
Engineering and engineering technologies	20,503	2,923	23,426
Foreign languages	589	1,258	1,847
Home economics and vocational home economics	246	1,813	2,059
Law	1,386	494	1,880
Letters	2,110	4,061	6,171
Liberal/general studies	511	831	1,342
Library and archival sciences	790	2,923	3,713
Life sciences	2,417	2,352	4,769
Mathematics	2,052	1,371	3,423
Military sciences and military technologies	48	1	49
Multi/interdisciplinary studies	1,799	1,298	3,097
Parks and recreation	205	256	461
Philosophy and religion	675	423	1,098
Physical sciences and science technologies	4,315	1,412	5,727
Protective services	727	297	1,024
Psychology	2,589	5,273	7,862
Public affairs and social work	6,324	10,826	17,150
Social sciences	6,235	4,058	10,293
Theology	3,159	1,616	4,775
Visual and performing arts	3,437	4,488	7,925
Not classified by field of study	1,873	2,271	4,144
TOTAL ALL FIELDS	144,923	153,810	298,733

SOURCE: U.S. Department of Education, Center for Education Statistics, *Completions in Institutions of Higher Education 1987-1988.*

Doctoral Degrees: Only Slight Gains Registered in '87-'88

The number of doctoral degrees earned in 1987-1988 increased by 2 percent to 34,839. Among the most popular fields, engineering, the physical sciences, and life sciences increased slightly while education, psychology, and social sciences suffered declines. The numbers of women and men gaining doctorates both increased by 2 percent.

Doctoral degrees conferred by institutions of higher education by gender and program area: 1987-1988

Program area	Men	Women	Total
Agriculture and natural resources	926	216	1,142
Allied health and health sciences	540	707	1,247
Architecture and environmental design	66	32	98
Area and ethnic studies	71	71	142
Business and management	853	256	1,109
Communications and communications technologies	128	108	236
Computer and information sciences	380	48	428
Education	2,944	3,600	6,544
Engineering and engineering technologies	3,898	293	4,191
Foreign languages	180	231	411
Home economics and vocational home economics	82	227	309
Law	66	23	89
Letters	532	648	1,180
Liberal/general studies	16	15	31
Library and archival sciences	22	24	46
Life sciences	2,330	1,268	3,598
Mathematics	626	126	752
Military sciences and military technologies	0	0	0
Multi/interdisciplinary studies	167	94	261
Parks and recreation	19	10	29
Philosophy and religion	306	99	405
Physical sciences and science technologies	3,119	685	3,805
Protective services	23	9	32
Psychology	1,366	1,622	2,988
Public affairs and social work	238	232	470
Social sciences	1,851	932	2,783
Theology	1,080	127	1,207
Visual and performing arts	427	301	728
Not classified by field of study	336	243	579
TOTAL ALL FIELDS	22,592	12,247	34,839

SOURCE: U.S. Department of Education, Center for Education Statistics, *Completions in Institutions of Higher Education 1987-1988.*

First Professional Degrees: Third Consecutive Decline

In 1987-1988, for the third year in a row, the total number of first professional degrees dropped, this time down 1,202. Degrees in law decreased by 587, and American medical schools produced 337 fewer MDs. An exception to the trend: Degrees in chiropractic medicine increased by 139. The number of women earning first professional degrees increased slightly while the number of male degree earners again decreased.

First professional degrees conferred by institutions of higher education by gender and field of study: 1985-1986,1986-1987, and 1987-1988

Field of Study	1985-86			1986-87			1987-88		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Chiropractic (D.C. or D.C.M.)	2,554	841	3,395	1,864	1,864	2,493	1,963	669	2,632
Dentistry (D.D.S. or D.M.D.)	3,907	1,139	5,046	3,603	3,603	4,741	3,216	1,135	4,351
Law, general (LL.B. or J.D.)	21,874	13,970	35,844	21,561	21,561	36,056	21,124	14,345	35,469
Medicine (M.D.)	11,022	4,916	15,938	101,431	101,431	15,428	10,107	4,984	15,091
Optometry (O.D.)	744	285	1,029	697	697	1,082	672	351	1,023
Osteopathic medicine (D.O.)	1,159	388	1,547	1,206	1,206	1,618	1,123	421	1,544
Pharmacy (D. Phar.)	432	471	903	351	351	861	383	568	951
Podiatry (Pod.D. or D.P.) or podiatric medicine (D.P.M.)	488	471	612	468	468	590	495	150	645
Theological professions, general (B.D., M.Div., Rabbi)	5,865	1,418	7,283	5,192	5,192	6,518	5,088	1,386	6,474
Veterinary medicine (D.V.M.)	1,191	1,079	2,270	1,150	1,150	2,230	1,117	1,118	2,235
Total, all fields	49,261	24,649	73,910	46,523	46,523	71,617	45,288	25,127	70,415

NOTE: First-professional degrees require at least 6 years of college work for completion (including at least two years of preprofessional training).

SOURCE: U.S. Department of Education, Center for Education Statistics, *Completions in Institutions of Higher Education 1987-1988*.

Faculty Salaries: Rate of Increase Up Slightly

The average faculty salary rose 6.1 percent in 1989-1990. In 1988-89, faculty salaries rose 5.8 percent. When adjusted for a 5 percent inflation rate, the average salary increased by 1.1 percent.

Weighted average salary by category, affiliation, and academic rank: 1989-1990

Academic Rank	Public		Private, independent		Church-related		All	
	Salary	1-year Increase	Salary	1-year Increase	Salary	1-year Increase	Salary	1-year Increase
Doctoral Institutions								
Professor	$57,520	5.9%	$68,360	6.8%	$61,210	7.0%	$59,920	6.2%
Associate professor	42,010	6.0	46,440	7.1	43,810	6.4	42,830	6.2
Assistant professor	35,380	5.8	39,110	7.5	36,330	7.6	36,110	6.2
Instructor	24,570	4.7	30,610	8.2	31,190	4.8	25,710	5.4
Lecturer	27,420	—	34,510	—	27,400	—	29,110	—
All Ranks	45,490	5.9	53,690	7.0	46,380	6.9	47,080	6.2
Comprehensive Institutions								
Professor	49,610	6.4	51,000	7.0	48,020	7.7	49,710	6.5
Associate professor	39,690	6.5	39,740	6.7	38,090	6.9	39,250	6.5
Assistant professor	32,730	6.8	32,780	7.1	31,900	5.9	32,640	6.7
Instructor	25,110	7.3	26,470	7.2	25,160	7.3	25,250	5.6
Lecturer	25,630	—	29,510	—	33,960	—	26,290	—
All Ranks	40,140	6.4	40,370	6.9	38,510	6.9	40,010	6.5
Baccalaureate Institutions								
Professor	43,270	5.4	46,830	6.1	37,620	6.6	42,180	6.1
Associate professor	35,850	4.8	35,940	6.2	31,410	6.1	34,030	5.8
Assistant professor	29,650	4.7	29,520	6.5	26,390	5.9	28,210	5.8
Instructor	24,220	4.3	24,100	5.6	22,030	5.6	23,210	5.1
Lecturer	25,400	—	29,170	—	21,240	—	25,860	—
All Ranks	34,420	4.9	36,320	6.2	30,480	6.2	33,400	5.8
2-year Institutions with academic ranks								
Professor	43,000	5.7	31,560	6.9	26,040	4.2	42,430	5.7
Associate professor	35,990	6.3	27,830	9.1	25,130	5.5	35,540	6.4
Assistant professor	30,560	5.8	24,620	9.6	22,490	5.3	30,080	5.9
Instructor	25,850	5.7	18,840	4.5	18,570	4.3	25,240	5.7
Lecturer	22,040	—	—	—	—	—	22,040	—
All Ranks	34,560	5.9	25,210	8.1	23,000	6.1	33,950	6.0
Institutions without academic ranks								
All Ranks	34,510	5.6	27,320	5.6	22,400	3.8	34,390	5.6
All institutions except institutions without academic ranks								
Professor	53,210	6.0	59,600	6.7	44,320	7.0	53,540	6.3
Associate professor	40,250	6.1	41,210	6.8	35,320	6.4	39,590	6.3
Assistant professor	33,530	6.1	34,030	7.1	29,080	6.2	32,970	6.3
Instructor	25,040	5.1	26,030	7.0	23,110	5.9	24,890	5.4
Lecturer	26,500	—	33,050	—	27,110	—	27,780	—
All Ranks	41,920	6.0	45,080	6.8	34,910	6.6	41,650	6.1

NOTE: Salary figures are based on numbers from 2,127 institutions; percentage increases are based on figures from 1,717 institutions.

SOURCE: American Association of University Professors.

—No data reported.

Faculty Salaries: Bargaining Differential Over $6,000

Faculty in public colleges and universities with collective bargaining agreements earned an average of over $6,000 more per year than their nonbargaining counterparts in 1989-1990. In 1988-1988, the spread was $5,600. In all 54 major fields except "hotel/motel management," a new field, collective bargaining faculty have a higher salary than noncollective bargaining faculty. Overall, salaries are 16 percent higher in collective bargaining institutions than in nonbargaining institutions.

Average faculty salaries in public institutions by selected disciplines, rank, and institutional bargaining status: 1989-1990

Discipline or major field	Campus Bargaining Status	Prof.	Assoc. Prof.	Asst. Prof.	New Asst. Prof.	Instr.	Ranks
Agribusiness and	No Barg.	42,235	33,872	29,995	30,177	22,507	35,947
Agricultural Production	Barg.	48,075	36,760	30,507	30,774	21,742	43,095
Architecture and	No Barg.	44,276	39,233	33,129	33,182	21,790	38,507
Environmental Design	Barg.	48,607	43,291	34,933	28,553		45,183
Area and	No Barg.	49,718	39,774	32,818	33,753	22,400	39,362
Ethnic Studies	Barg.	50,886	40,581	33,493	28,000	30,504	42,227
Business and	No Barg.	53,120	44,209	39,404	42,004	27,600	43,481
Management	Barg.	53,249	44,097	38,755	40,302	30,019	43,555
Business:	No Barg.	56,221	46,346	40,463	42,728	27,490	44,085
Accounting	Barg.	55,672	46,221	39,464	42,015	28,828	46,777
Business:	No Barg.	51,729	43,409	39,053	41,565	25,919	41,778
Business Administration	Barg.	53,753	44,093	37,548	36,505	25,284	45,262
Business:	No Barg.	49,293	41,209	36,191	36,012	25,237	41,697
Business Economics	Barg.	53,242	40,732	35,786	34,060	26,534	44,156
Business:	No Barg.	55,980	47,176	38,943	39,170	27,667	42,156
Hotel/Motel Management	Barg.	52,322	46,955	36,974	36,782	23,656	40,017
Business:	No Barg.	55,200	45,311	41,782	44,799	27,273	44,667
Marketing Management	Barg.	55,934	46,032	40,696	42,818	25,116	49,561
Business: Secretarial	No Barg.	42,849	34,693	30,488	32,843	23,573	33,319
and Related Programs	Barg.	45,892	38,868	31,283	32,944	23,479	37,911
Communications	No Barg.	43,364	35,981	28,991	27,764	23,980	32,860
	Barg.	49,970	39,131	31,847	30,450	25,197	38,262
Communication	No Barg.	42,274	30,484	28,466	30,000	25,618	31,354
Technologies	Barg.	51,523	42,694	34,591	30,274	27,758	42,923

Discipline or major field	Campus Bargaining Status	Prof.	Assoc. Prof.	Asst. Prof.	New Asst. Prof.	Instr.	Ranks
Computer and	No Barg.	51,884	43,710	37,689	40,337	26,792	40,484
Information Science	Barg.	53,584	44,598	37,245	37,098	27,410	43,750
Education	No Barg.	45,027	36,877	29,773	28,974	23,145	36,799
	Barg.	50,555	41,060	33,059	32,047	25,736	41,916
Education:	No Barg.	43,794	36,684	29,745	28,613	24,385	36,769
Curriculum and Instruction	Barg.	49,497	40,565	32,393	30,869	24,999	39,862
Education: Higher	No Barg.	46,915	39,351	30,848	30,242	25,498	41,323
Education Administration	Barg.	48,522	39,380	31,231	27,567		42,598
Education:	No Barg.	43,928	35,720	30,028	28,767	25,070	36,862
Special Education	Barg.	50,081	39,967	32,268	29,509	25,614	41,322
Education: Student	No Barg.	45,953	35,502	29,543	30,031	26,272	38,199
Counselling and Personnel	Barg.	50,993	38,894	31,990	30,075	24,196	42,586
Education:	No Barg.	42,641	35,190	29,057	28,228	24,674	35,658
Teacher Education	Barg.	50,619	39,989	32,456	30,212	25,429	41,793
Education:	No Barg.	42,803	35,951	31,263	31,747	24,740	35,290
Industrial Arts	Barg.	48,152	39,215	31,583	25,750	24,771	39,638
Education:	No Barg.	42,659	35,647	30,240	28,700	25,784	33,297
Physical Education	Barg.	50,762	41,220	33,052	29,961	24,721	40,135
Education:	No Barg.	41,937	35,225	29,556	28,439	24,154	33,893
Reading Education	Barg.	50,001	41,689	33,022	27,500		43,701
Engineering	No Barg.	54,217	45,181	39,348	39,372	31,694	45,724
	Barg.	56,178	45,291	39,726	39,899	26,527	49,845
Engineering Technologies	No Barg.	43,230	37,398	32,362	32,470	26,539	35,998
	Barg.	52,457	42,248	34,437	32,930	30,429	41,313
Foreign Languages	No Barg.	44,015	34,861	28,595	26,617	21,897	33,563
	Barg.	50,230	39,579	31,424	29,130	25,219	40,874
Allied Health	No Barg.	42,257	34,250	29,239	27,367	25,595	31,910
	Barg.	50,460	39,820	33,351	28,873	26,570	39,276
Allied Health:	No Barg.	40,101	35,856	30,682		27,199	31,687
Occupational Therapy	Barg.	48,154	38,716	34,164	30,500	28,897	36,301
Allied Health:	No Barg.	46,491	38,152	31,965	30,064	27,220	35,098
Physical Therapy	Barg.	57,740	42,362	38,045		29,045	42,771
Health Sciences:	No Barg.	45,695	36,472	29,713	29,253	24,336	36,262
Speech Pathology/Audiology	Barg.	49,732	39,803	31,403	29,900	25,209	39,488
Health Sciences:	No Barg.	44,067	35,846	29,567	29,037	25,067	30,874
Nursing	Barg.	51,580	39,716	33,619	30,443	27,705	37,545
Home Economics	No Barg.	44,151	35,856	29,861	29,289	23,295	32,957
	Barg.	50,787	39,143	32,668	31,033	24,760	38,364
Letters	No Barg.	42,584	34,725	27,976	26,225	21,342	32,868
	Barg.	49,532	39,950	31,856	28,720	23,692	41,245
Library and	No Barg.	46,369	34,859	27,093	23,402	24,733	32,664
Archival Sciences	Barg.	46,935	39,199	33,241	28,140	25,578	36,479
Life Sciences	No Barg.	43,280	35,729	29,885	28,807	22,489	37,454
	Barg.	50,185	40,541	32,459	29,961	24,099	44,622

Discipline or major field	Campus Bargaining Status	Prof.	Assoc. Prof.	Asst. Prof.	New Asst. Prof.	Instr.	Ranks
Mathematics	No Barg.	45,459	37,038	30,930	30,754	22,523	35,322
	Barg.	51,037	41,531	33,819	31,114	24,339	42,911
Multi/Interdisciplinary Study	No Barg.	44,634	36,616	29,365	27,951	25,218	33,718
	Barg.	48,967	38,908	30,580	35,010	26,252	39,539
Philosophy and Religion	No Barg.	45,181	35,533	29,284	27,490	23,893	37,079
	Barg.	50,571	40,117	31,082	29,876	25,389	43,376
Physical Sciences	No Barg.	43,725	36,143	29,974	25,831	22,231	37,054
	Barg.	48,198	39,713	32,941	29,250	25,909	42,206
Physical Sciences: Chemistry	No Barg.	45,022	36,427	29,813	29,056	23,050	38,778
	Barg.	51,700	41,792	32,612	30,776	23,147	46,309
Physical Sciences: Geology	No Barg.	45,487	36,158	30,500	28,648	24,741	38,714
	Barg.	50,920	39,867	31,534	29,684	29,902	44,992
Physical Sciences: Physics	No Barg.	46,413	37,464	31,852	30,760	23,837	39,910
	Barg.	51,675	42,557	33,718	30,138	24,342	45,635
Psychology	No Barg.	44,735	36,146	29,279	28,372	23,756	37,393
	Barg.	49,704	40,481	32,465	30,472	24,164	43,205
Protective Services	No Barg.	42,291	35,798	29,720	28,960	23,015	33,222
	Barg.	50,550	38,665	31,765	28,709	27,000	40,465
Social Sciences	No Barg.	42,463	34,586	29,036	26,077	24,119	34,865
	Barg.	50,239	39,753	33,145	29,551	24,171	41,614
Social Sciences: Anthropology	No Barg.	44,401	34,690	28,638	28,181	21,889	36,632
	Barg.	51,335	39,401	31,671	29,195	24,298	45,502
Social Sciences: Economics	No Barg.	51,193	40,535	34,882	34,136	25,369	41,425
	Barg.	50,941	40,619	34,455	34,181	26,766	43,430
Social Sciences: Geography	No Barg.	45,276	36,574	29,628	27,931	25,657	37,250
	Barg.	50,240	39,345	32,261	31,433	25,683	42,410
Social Sciences: History	No Barg.	44,244	35,158	28,191	26,904	22,285	38,010
	Barg.	50,650	41,193	31,141	28,804	24,829	45,226
Social Sciences: Political Science	No Barg.	44,581	36,368	29,301	27,826	24,065	36,774
	Barg.	50,351	40,747	31,130	29,833	25,547	43,798
Social Sciences: Sociology	No Barg.	43,602	36,172	29,219	27,806	23,831	36,146
	Barg.	49,886	39,390	32,172	29,628	26,532	42,844
Visual and Performing Arts	No Barg.	41,799	33,737	27,423	26,241	23,098	32,641
	Barg.	47,462	39,133	31,466	31,404	28,625	39,306
Visual and Performing Arts: Dramatic Arts	No Barg.	43,403	34,447	28,100	26,098	23,258	33,631
	Barg.	48,854	37,667	29,758	27,709	25,380	38,538
Visual and Performing Arts: Drawing	No Barg.	41,255	33,992	27,863	26,842	22,524	34,436
	Barg.	48,516	39,699	31,493	28,255	26,106	41,453
Visual and Performing Arts: Music	No Barg.	42,442	34,320	28,405	26,924	23,881	33,908
	Barg.	49,019	39,303	31,664	28,431	24,007	40,863
All Disciplines	No Barg.	45,323	37,259	31,294	30,642	24,214	36,649
	Barg.	50,871	40,996	33,397	25,137	25,773	42,680

SOURCE: American Association of State Colleges and Universities and the College and University Personnel Association, in conjunction with Appalachian State University, *1989-1990 National Faculty Salary Survey by Discipline and Rank in State Colleges and Universities*, 10-37.

Community Colleges: More Part-Time Faculty and Students

Part-time faculty now make up 63 percent of the community college instructional force, up from 58 percent in 1987. The number of part-time students enrolled in community colleges is 3,481,093 or 67 percent of the total student population. That number is slightly down from fall 1987. Minority student enrollment at two-year institutions has increased by approximately 167,879, bringing the minority enrollment total up to approximately 25 percent of the total student population for fall 1988.

Number of institutions, enrollments, and faculty size, 1988: Public two-year colleges

State	Number of Colleges	Enrollment: Fall 1988			Faculty: Fall 1988			Minority* as of October 1989
		Full-time	Part-time	Total	Full-time	Part-time	Total	
Alabama	38	35,221	31,120	66,341	1,335	1,366	2,701	10,905
Alaska	5	29	439	468	84	117	201	788
Arizona	21	27,784	111,880	139,771	1,405	4,435	5,840	15,952
Arkansas	10	6,709	7,924	14,633	400	538	938	2,514
California	107	296,067	830,418	1,133,277	14,461	28,371	42,912	300,588
Colorado	17	16,421	41,295	57,717	901	2,545	3,446	7,289
Connecticut	17	9,930	31,991	41,921	1,316	2,455	3,771	7,036
Delaware	3	3,515	5,647	9,162	226	948	1,174	1,789
Florida	37	89,259	169,090	258,521	4,552	9,494	14,046	65,524
Georgia	21	21,034	25,325	46,359	1,301	1,226	2,527	9,290
Hawaii	7	8,343	12,582	21,840	633	435	1,068	13,570
Idaho	3	2,947	2,394	5,341	185	264	449	241
Illinois	51	98,108	237,490	335,600	4,348	9,552	14,074	88,156
Indiana	14	14,995	22,565	37,560	1,009	1,411	2,420	4,712
Iowa	22	25,415	14,456	39,871	1,481	630	2,111	1,022
Kansas	21	18,288	38,395	56,700	1,002	1,879	2,881	5,024
Kentucky	15	15,035	18,946	33,981	851	941	1,792	2,606
Louisiana	5	6,091	8,719	14,810	172	78	250	620
Maine	9	4,684	7,513	12,197	334	234	568	94
Maryland	20	26,886	76,127	103,013	1,725	3,781	5,506	20,734
Massachusetts	16	30,128	46,081	76,445	1,525	1,674	3,199	9,646
Michigan	34	59,164	163,319	222,484	2,927	5,662	8,589	31,406
Minnesota	26	27,939	30,766	58,715	2,203	1,184	3,387	2,594
Mississippi	20	32,868	12,017	45,117	1,522	687	2,209	7,092
Missouri	17	21,879	44,529	66,408	1,032	1,864	2,896	8,375
Montana	5	1,769	2,313	4,082	85	69	154	259
Nebraska	13	9,083	22,184	31,267	686	1,981	2,667	402
Nevada	4	2,917	23,349	26,266	268	1,319	1,587	5,479
New Hampshire	7	2,490	3,984	6,474	233	134	367	61
New Jersey	20	40,062	71,985	112,051	1,496	2,975	4,471	18,910

State	Number of Colleges	Enrollment: Fall 1988			Faculty: Fall 1988			Minority* as of October 1989
		Full-time	Part-time	Total	Full-time	Part-time	Total	
New Mexico	17	13,528	24,795	38,323	512	873	1,385	9,269
New York	47	135,865	131,259	267,218	5,889	7,687	13,657	32,714
North Carolina	58	50,581	77,601	128,182	3,433	6,637	10,200	24,628
North Dakota	5	4,977	1,897	6,922	294	117	411	368
Ohio	54	59,534	94,851	154,387	2,849	4,785	7,634	15,703
Oklahoma	17	22,871	40,124	62,995	947	1,190	2,137	6,240
Oregon	18	25,424	48,054	73,528	1,637	4,620	6,257	5,618
Pennsylvania	36	67,990	75,788	143,778	2206	4,954	7,160	12,386
Rhode Island	2	4,244	10,474	14,718	313	298	611	1,250
South Carolina	21	20,765	20,544	41,309	1,339	1,436	2,775	10,247
South Dakota	1	345	0	345	0	0	0	0
Tennessee	15	20,053	31,743	51,796	1,268	1,985	3,253	9,288
Texas	71	119,029	239,518	358,889	7,298	11,553	18,851	119,050
Utah	5	11,034	10,802	21,836	370	614	984	1,969
Vermont	3	770	3,435	4,205	64	481	545	15
Virginia	34	31,438	90,469	121,907	1,964	3,376	5,341	21,714
Washington	27	66,880	74,169	141,379	2,583	4,684	7,367	18,275
West Virginia	11	11,385	11,177	23,138	522	620	1,142	798
Wisconsin	45	38,815	55,321	94,336	3,035	5,269	8,304	8,596
Wyoming	7	6,169	9,676	15,845	453	557	1,010	926
American Samoa	1	364	546	910	0	0	0	0
Guam	1	298	1,425	1,723	0	0	0	0
Micronesia	1	307	148	455	30	0	30	0
Northern Marianas	1	114	238	352	29	16	0	0
Puerto Rico	6	9,360	1,533	10,893	683	64	747	0
CC of the Air Force	1	26,352	310,663	337,015	0	0	0	0
TOTAL	1,109	1,703,552	3,481,093	5,194,776	87,416	150,146	238,047	1,300,006*

SOURCE: American Association of Community and Junior Colleges, *1990 Statistical Yearbook of Community, Technical and Junior Colleges* (Washington, D.C.: AACJA, 1990).

*An estimate as of October 1989.

SAT Scores: 1989 Patterns Repeat in '90

In 1990, for the fourth year in a row, SAT verbal scores declined while mathematics scores remained the same. Women's verbal scores fell by two points, but the math scores for women improved by one. Among men, the average verbal score decreased by five points, and the average math scores dropped one. Minority students now constitute 27 percent of all students taking the SAT, up from 25 percent in 1989 and 10 percentage points higher than 1980.

Scholastic Aptitude Test score averages for college-bound seniors: 1969-90

Year	Verbal			Mathematical		
	Men	Women	Total	Men	Women	Total
1969	459	466	463	513	470	493
1970	459	461	460	509	465	488
1971	454	457	455	507	466	488
1972	454	452	453	505	461	484
1973	446	443	445	502	460	481
1974	447	442	444	501	459	480
1975	437	431	434	495	449	472
1976	433	430	431	497	446	472
1977	431	427	429	497	445	470
1978	433	425	429	494	444	468
1979	431	423	427	493	443	467
1980	428	420	424	491	443	466
1981	430	418	424	492	443	466
1982	431	421	426	493	443	467
1983	430	420	425	493	445	468
1984	433	420	426	495	449	471
1985	437	425	431	499	452	475
1986	437	426	431	501	451	475
1987	435	425	430	500	453	476
1988	435	422	428	498	455	476
1989	434	421	427	500	454	476
1990	429	419	424	499	455	476

NOTE: Averages for 1969 through 1971 are estimates. College-bound seniors reports were not reported in those years.

SOURCE: The College Board, *National Report: College-Bound Seniors*, 1990.

ACT Scores: A New Beginning

This year's ACT Assessment differs significantly from the program of previous years. It isn't possible to make direct comparisons between 1990 results and scores earned in previous years. But the average ACT Composite score for students who took a college preparatory high school program—generally defined as four years of English and three years of each of mathematics, social studies, and natural sciences—is 22.3, 3.2 score points higher than the average score, 19.1, for students who did not complete such a program. Below you will find four-year averages for ACT-tested graduates. The averages are based on the enhanced ACT scores available since October 1989.

Average enhanced ACT scores

	Those with core or more				Those with less than core			
Reference Year	N	Eng.	Math	Comp.	N	Eng.	Math	Comp.
1986–87	283557	N/A	N/A	22.8	464740	N/A	N/A	19.6
1987–88	342676	N/A	N/A	22.7	461726	N/A	N/A	19.4
1988–89	380523	N/A	N/A	22.5	445173	N/A	N/A	19.1
1989–90	370379	22.2	21.8	22.3	394540	19.1	18.2	19.1

SOURCE: American College Testing Service, *National Trend Data for Students Who Take the ACT Assessment* (1990).

Endowments: No Change At the Top

Harvard continues to lead the nation in endowments over $100-million and placed fourth in the largest endowment per student for 1989. The University of Texas System placed fifth in the public institution category for the largest endowment per student.

Change in endowments in colleges and universities with the largest endowments: June 1988 to June 1989

1989 rank	Institution	Market value June 30, 1988	Market value June 30, 1989
1.	Harvard University	$4,155,778,000	$4,478,976,000
2.	University of Texas System	2,779,796,000	3,021,474,000
3.	Princeton University	2,308,073,000	2,483,829,000
4.	Yale University	2,098,400,000	2,336,495,000
5.	Stanford University	1,552,025,000	1,775,000,000
6.	Columbia University	1,374,608,000	1,460,356,000
7.	Texas A&M University	1,178,641,000	1,304,536,000
8.	Washington University	1,141,302,000	1,294,209,000
9.	Massachusetts Institute of Technology	1,139,101,000	1,256,165,000
10.	University of Chicago	897,826,000	973,697,000
11.	Rice University	973,149,000	970,817,000
12.	Emory University	827,341,000	923,612,000
13.	Northwestern University	772,655,000	893,680,000
14.	Cornell University	716,606,000	823,000,000
15.	University of Pennsylvania	664,637,000	761,408,000
16.	Dartmouth College	570,616,000	632,027,000
17.	Vanderbilt University	499,064,000	556,567,000
18.	University of Notre Dame	463,502,000	542,501,000
19.	New York University	521,686,000	540,315,000
20.	University of Rochester	—	538,078,000
21.	Johns Hopkins University	506,399,000	527,209,000
22.	Rockefeller University	503,283,000	522,663,000
23.	California Institute of Technology	429,736,000	477,879,000
24.	University of Southern California	403,685,000	459,828,000
25.	University of Virginia	396,692,000	446,476,000
26.	Duke University	392,893,000	426,183,000
27.	University of Michigan	346,337,000	422,809,000
28.	Brown University	371,100,000	398,100,000
29.	Case Western Reserve University	331,183,000	381,075,000
30.	Wellesley College	315,886,000	341,746,000
31.	Southern Methodist University	293,119,000	334,643,000
32.	University of Delaware	301,224,000	329,280,000
33.	Smith College	294,522,000	325,759,000
34.	Swarthmore College	273,467,000	304,911,000
35.	Grinnell College	270,658,000	294,328,000

1989 rank	Institution	Market value June 30, 1988	Market value June 30, 1989
36.	Carnegie Mellon University	265,664,000	291,271,000
37.	Williams College	279,703,000	290,637,000
38.	Ohio State University	247,932,000	287,298,000
39.	Wake Forest University	258,833,000	284,670,000
40.	Wesleyan University	245,007,000	275,138,000
41.	University of Cincinnati	250,248,000	273,133,000
42.	University of Tulsa[1]	242,076,000	272,720,000
43.	Pomona College	241,909,000	271,053,000
44.	Trinity University[1]	—	266,670,000
45.	Amherst College	242,243,000	266,506,000
46.	George Washington University	251,502,000	265,772,000
47.	University of Richmond	242,289,000	265,310,000
48.	University of Pittsburgh	229,469,000	259,144,000
49.	Berea College	219,880,000	252,052,000
50.	Boston College[1]	200,153,000	250,005,000
51.	University of Minnesota	227,210,000	247,438,000
52.	Loyola University of Chicago	225,947,000	246,236,000
53.	Georgetown University	216,487,000	240,674,000
54.	Baylor University[1]	217,684,000	235,316,000
55.	Vassar College	211,503,000	226,953,000
56.	Lehigh University	192,834,000	225,628,000
57.	Tulane University	197,099,000	221,424,000
58.	Oberlin College	203,600,000	220,870,000
59.	Middlebury College	197,563,000	216,920,000
60.	Rensselaer Polytechnic Institute	184,164,000	209,406,000
61.	Kansas U. Endowment Association	172,342,000	203,595,000
62.	University of Florida Foundation	170,560,000	198,207,000
63.	Lafayette College	176,265,000	187,117,000
64.	Thomas Jefferson University	169,628,000	185,229,000
65.	Pennsylvania State University	142,888,000	166,850,000
66.	Mount Holyoke College	153,065,000	163,664,000
67.	Saint Louis University	141,317,000	160,779,000
68.	Georgia Institute of Technology	150,239,000	158,174,000
69.	Carleton College	142,946,000	157,632,000
70.	Rochester Institute of Technology	130,853,000	155,630,000
71.	University of Nebraska	127,616,000	155,284,000
72.	University of North Carolina at Chapel Hill	132,154,000	151,562,000
73.	Boston University	142,483,000	150,547,000
74.	University of Washington	—	147,978,000
75.	Occidental College	130,005,000	145,211,000
76.	Washington State University	123,205,000	144,697,000
77.	Brandeis University	126,571,000	144,618,000
78.	Bowdoin College	133,039,000	144,156,000
79.	Syracuse University	130,205,000	144,015,000
80.	University of Minnesota Foundation	—	142,453,000
81.	University of Miami[1]	—	142,363,000
82.	Academy of the New Church	127,964,000	140,016,000
83.	Rush-Presbyterian St. Luke's Medical Center	—	135,353,000
84.	University of Alabama System[2]	—	135,000,000
85.	Bryn Mawr College	—	133,917,000

1989 rank	Institution	Market value June 30, 1988	Market value June 30, 1989
86.	Purdue University	—	133,431,000
87.	University of Missouri	—	131,968,000
88.	Tufts University	—	130,666,000
89.	Colgate University	—	123,309,000
90.	Colorado University	—	123,047,000
91.	Earlham College	—	122,247,000
92.	State University of New York at Buffalo	—	119,044,000
93.	American University of Beirut	—	117,544,000
94.	University of Illinois Foundation	—	117,478,000
95.	Agnes Scott College	—	114,823,000
96.	Southwestern University	—	114,554,000
97.	Hamilton College	—	113,945,000
98.	Trinity College (Conn.)	—	113,160,000
99.	University of Wisconsin Foundation	—	112,126,000
100.	Rutgers University	—	112,097,000
101.	Virginia Tech Foundation	—	105,800,000
102.	Cranbrook Educational Community	—	104,863,000
103.	Washington and Lee University	—	101,169,000
104.	Cooper Union	—	100,375,000

NOTE: Table includes institutions participating in the comparative-performance study by the National Association of College and University Business Officers.

SOURCE: National Association of College and University Business Officers.

[1]As of May 31.

[2]As of September 30.

State Higher Education Appropriations: Down Only in Massachusetts

State appropriations for higher education rose from $36.2 billion in 1988-1989 to $39.3 billion in 1989-1990. California's $5.7 billion appropriation was the nation's largest. Maryland had the greatest two-year gain: 34 percent. Maine had the greatest ten-year gain: 208 percent. Between 1988-1989 and 1989-1990, only Massachusetts cut the level of higher education appropriations.

State tax funds appropriations for operating expenses of higher education: 1979-1980, 1987-1988, 1989-1990

	1979–80	1987–88	1989–90	Rank	2-year gain	10-year gain
Alabama	$344,683	$669,992	$776,641	19	16%	125%
Alaska	95,906	165,542	176,023	40	6	84
Arizona	232,707	498,036	569,982	23	14	145
Arkansas	169,664	284,333	301,200	33	6	78
California	2,814,321	5,071,271	5,740,737	1	13	104
Colorado	246,866	441,070	504,757	26	14	104
Connecticut	226,371	414,174	463,796	28	12	105
Delaware	53,273	101,339	115,541	46	14	117
Florida	650,334	1,367,174	1,567,712	5	15	141
Georgia	385,132	759,404	884,669	13	16	130
Hawaii	124,359	243,118	292,456	35	20	135
Idaho	85,028	139,136	158,247	41	14	86
Illinois	931,489	1,331,777	1,675,322	4	26	80
Indiana	398,997	704,703	814,021	16	16	104
Iowa	282,114	441,458	502,293	27	14	78
Kansas	238,839	361,178	444,788	30	23	86
Kentucky	299,918	494,949	550,182	24	11	83
Louisiana	330,008	494,507	522,912	25	6	58
Maine	57,336	141,412	176,868	39	25	208
Maryland	323,732	614,605	823,348	14	34	154
Massachusetts	314,929	894,998	815,998	15	– 9	159
Michigan	808,320	1,303,202	1,408,009	8	8	74
Minnesota	477,731	815,663	946,779	12	16	98
Mississippi	233,834	360,036	432,971	31	20	85
Missouri	314,807	503,019	603,535	22	20	92
Montana	60,494	105,106	109,416	47	4	81
Nebraska	150,940	227,974	290,491	36	27	92
Nevada	56,896	112,551	146,636	42	30	158
New Hampshire	29,806	66,901	74,393	49	11	150
New Jersey	477,891	1,016,773	1,142,805	10	12	139

	1979–80	1987–88	1989–90	Rank	2-year gain	10-year gain
New Mexico	138,624	262,813	296,410	34	13	114
New York	1,543,416	2,874,893	3,185,045	2	11	106
North Carolina	580,190	1,284,076	1,458,516	6	14	151
North Dakota	61,822	115,723	139,911	44	21	126
Ohio	669,197	1,265,213	1,427,041	7	13	113
Oklahoma	228,827	394,404	453,090	29	15	98
Oregon	229,013	349,940	395,898	32	13	73
Pennsylvania	742,415	1,173,572	1,361,361	9	16	83
Rhode Island	71,725	127,759	144,522	43	13	101
South Carolina	320,412	521,016	612,508	21	18	91
South Dakota	52,251	73,732	85,995	48	17	65
Tennessee	335,612	636,322	727,449	20	14	117
Texas	1,316,525	2,231,785	2,624,288	3	18	99
Utah	138,787	257,218	272,201	37	6	96
Vermont	27,062	49,990	59,936	50	20	121
Virginia	444,054	915,836	1,107,480	11	21	149
Washington	310,133	673,972	790,383	18	17	155
West Virginia	158,119	237,404	251,505	38	6	59
Wisconsin	468,618	705,430	795,383	17	13	70
Wyoming	51,664	111,583	116,183	45	4	125
TOTALS	19,104,191	34,408,082	39,337,633		14%	106%

SOURCE: Hines, Edward R., *Appropriations of State Tax Funds for Operating Expenses of Higher Education 1989-1990* (Washington, D.C.: National Association of State Universities and Land-Grant Colleges, 1990).

Federal Higher Education Appropriations: Nominal Increase

Most federal higher education programs received increased funding for FY1990. The Pell Grant appropriation increased from $4,470,000,000 in fiscal 1989 to $4,483,915,000 in fiscal 1990.

Appropriations to higher education programs administered by the U.S. Department of Education: Fiscal Years 1989 and 1990

	Fiscal 1989 budget	Fiscal 1990 budget
Student assistance		
Pell Grants	$4,483,915,000	$4,673,478
Supplemental Grants	437,972,000	458,650,000
College Work-Study	610,097,000	601,765,000
Income-contingent loans	4,940,000	9,863,000
State Student Incentive Grants	71,889,000	59,181,000
Perkins Loans	205,507,000	156,829,000
Stafford Student Loans*	4,066,852,000	3,813,832,000
Paul Douglas teacher Scholarships	15,235,000	14,922,000
Graduate support	43,255,000	46,547,000
Institutional assistance		
Cooperative education	13,622,000	13,445,000
Developing institutions		
Aid for historically Black colleges	73,554,000	83,898,000
Institutional support	77,459,000	82,911,000
Endowment Challenge Grants	12,696,000	17,893,000
Facilities		
College-housing and academic-facilities loans and construction insurance	31,315,000	35,129,000
Interest-subsidy grants	22,744,000	22,449,000
International education	31,058,000	39,794,000
Law School Clinical Experience	3,952,000	4,935,000
Veterans' Education Outreach	2,838,000	2,801,000
Bilingual education	34,184,000	34,872,000
Library resources	10,035,000	10,325,000
Aid to disadvantaged		
College-aid migrant programs	1,482,000	1,720,000
Legal Training for the Disadvantaged	1,892,000	2,468,000
Minority Institutions Science Improvement	5,307,000	5,416,000
Programs for disadvantaged students	219,257,000	241,822,000
Education research and statistics	78,201,000	95,241,000
Education for the handicapped	106,916,000	182,763,000
Miscellaneous		
Adult education	162,210,000	195,268,000
Fund for the Improvement of Postsecondary Education	11,856,000	11,702,000
Office for Civil Rights	41,635,000	44,572,000
Teacher training	151,434,000	151,515,000
Vocational education grants	831,566,000	850,760,000
Women's educational equity	2,949,000	2,098,000
School, College, and University Partnerships	2760,000	2,961,000

Review of the Year

Campus Trends: 1990 Highlights

The following overview of campus trends is based on a 1990 sample of 364 institutions. The sample includes 127 two-year colleges, 72 baccalaureate institutions, 104 comprehensive universities, and 61 doctoral institutions.

College Faculty

- More than six in 10 colleges and universities in the 1990 sample report a net gain in the number of their full-time faculty. In 1986, only 37 percent of institutions posted a net gain in full-time faculty.
- Four in 10 institutions report a net gain in the number of their faculty from underrepresented racial/ethnic groups. About two in 10 institutions also report gains in moving minority faculty into tenured positions.
- Most colleges and universities (61 percent) have increased the number of women among their faculty. A majority of institutions (53 percent) also report progress in moving women into tenured positions.
- New full-time faculty appointments since July 1988 account for an average of 7.9 percent of today's current faculty.
- Only a small proportion of faculty left to take other faculty positions during 1988-1989. Such departures account for 2.6 percent of full-time faculty.
- On average, 1.8 percent of full-time faculty retired in the past year.
- Sixty-three percent of institutions are having greater difficulty in getting top applicants to accept positions, particularly in certain disciplines. Sixty-five percent report that it is taking longer to find qualified persons to fill faculty position.
- Thirty-seven percent of administrators report that the quality of applicants for faculty positions has declined.

- Dual-career couples are getting new attention. Close to half of the institutions report having recruiting situations that involve dual-career couples, and about 4 in 10 institutions have assisted the spouse's job search.
- Three in 10 institutions have tried to widen their pool of applicants to persons with nonacademic experience.
- Twenty-five percent of institutions have hired new, junior faculty in a few fields at a salary that is above that of other senior faculty in the same department.
- Administrators at almost all institutions (89 percent) express concern about the effects of upcoming faculty shortages on at least a few departments or disciplines.
- Administrators at 56 percent of institutions express concern about the effect of faculty shortages on their institutions generally.
- Half of all colleges and universities expect an increased pace of faculty hiring for full-time positions during the next five years.

The Undergraduate Curriculum

- Almost all colleges and universities (96 percent) require students to complete a certain amount of general education coursework.
- Most four-year institutions—86 percent—have general education requirements that apply to all of their students.
- General education courses typically make up one-third or more of total coursework.
- Most institutions (83 percent) structure their general education courses in the form of distribution requirements, usually involving a "mix" of core and distribution requirements.
- Interest in freshman seminars is strong. Four in 10 institutions now offer freshman seminars, including half of baccalaureate colleges.
- Senior "capstone" courses are now offered by about one-third of four-year institutions.
- Close to half of all colleges and universities (45 percent) require students to take courses focused on Western civilization. Similarly, 44 percent require students to take courses that deal with world civilization.
- Only 22 percent of institutions require students to take a course dealing with racial or ethnic studies.
- Over half of administrators at four-year institutions indicate that they would favor a stronger general education component than currently exists at their institutions.

Assessment

- Eighty-two percent of colleges and universities have some form of assessment activity currently under way.
- Currently, 66 percent of colleges and universities are developing their own instruments for student assessment, an increase from 45 percent in 1988.
- Portfolio assessment—a method of assessing several pieces of a student's work completed as part of regular courses—is currently in place at 3 in 10 institutions.
- Thirty-five percent of the institutions surveyed are collaborating with other institutions on their assessment activities, an increase from 27 percent in 1988.
- To date, two out of three institutions have obtained some results from their assessment activities. Of these institutions, 85 percent have used the results to serve internal needs, especially program and curriculum planning.
- Just over half of institutions note that their assessment activity is part of a self-study for a regional accrediting agency.
- Just over half of the public institutions are working under a state mandate to develop a student assessment program.
- Three out of four administrators agree that, as part of the accreditation process, colleges and universities should be required to show evidence of institutional effectiveness.
- Sector differences about assessment are striking: while administrators at six in 10 two-year colleges agree that assessment will improve undergraduate education, only four in 10 administrators at baccalaureate and comprehensive universities and only three in 10 administrators at doctoral universities support this view.

Other Changes

- Fifty-five percent of institutions increased their enrollment of first-time freshmen in 1989-90, down from 62 percent in 1988-89.
- Among baccalaureate colleges, only 40 percent increased their enrollment of first-time freshmen; 33 percent reported a decrease in first-time freshmen.
- Forty percent of doctoral universities report a drop in the number of their first-time freshmen.
- Forty-three percent of all four-year institutions report an increased number of graduate students in the last year. Half of the comprehensive universities report increased graduate enrollment.
- Three in 10 institutions increased the number of international

students on their campuses in 1989-90.

- About three in 10 institutions report an increase in enrollment of African American, Hispanic and Asian American students.
- Just over half of American colleges and universities have procedures in place to track minority student attrition each term and to review data on completion rates for minority students.
- One-third of institutions have published a plan for increasing minority participation on their campuses, including one-half of comprehensive and doctoral universities.
- Demands for increased spending affected about 80 percent of institutions in three areas: computer equipment and software; faculty compensation; and health insurance costs.
- Close to half of administrators judge the financial condition of their institutions to be "excellent" or "very good." Twenty-two percent rate their financial condition as "fair" or "poor."

Important Challenges Ahead

- Issues of adequate financial support outweigh all other problems and are cited by 65 percent of administrators as one of three most serious challenges they face.
- Concern over faculty staffing has risen dramatically: 59 percent of administrators cite this area as one of three major challenges in 1990, compared to 24 percent of administrators in 1988.
- Issues related to the quality of the academic program also rank high among administrator concerns. In the 1990 survey, 47 percent of administrators cited such issues as one of the three major challenges they are facing.
- Enrollment issues have dropped since 1988 as an area of wide concern. However, differences between public and independent institutions have become sharper.
- Concerns about facilities—including renovation and renewal needs, as well as needs for new buildings—were cited by 36 percent of administrators as among their most pressing challenges.
- Concerns about improving the cultural and ethnic diversity of American colleges and universities were cited by 24 percent of administrators as among their greatest challenges.

SOURCE: Elaine El-Khawas, *Campus Trends 1990*, Division of Policy Analysis and Research, American Council on Education.

A Higher Education Chronology, '89-'90

1989

September: NEA releases a new handbook in the Academic Justice and Excellence series, "Analyzing College and University Budgets," by Dr. Leroy Du Bek.... The nation's governors join President Bush for a landmark "National Education Summit" at the University of Virginia. The governors and the President agree to create the first-ever national goals for education. NEA President Keith Geiger, an observer at the summit, urges greater faculty participation in educational decision making and the full funding of educational programs that help students learn.... NEA President Geiger announces U.S. Securities and Exchange Commission approval of NEA's recent agreement with TIAA-CREF. The agreement will give NEA members in higher education greater personal control over their pension monies.... The battle over disclosing college athlete graduation rates intensifies. Administrators of NCAA and other college officials oppose congressional attempts to mandate disclosure. But members of Congress argue that voluntary disclosure hasn't produced the needed information.... The movement to return skeletal remains of American Indians to tribes—over objections by archaeologists and anthropologists—gains momentum. University and state museums enter into agreements with Indian groups to release remains that were previously used for research.... The release of a new book, *Prospects for Faculty in the Arts and Sciences: A Study of Factors Affecting Demand and Supply, 1987 to 2012* sets off a flurry of debate over the potential faculty shortage looming in the next 25 years.

October: The NEA-affiliated University of Vermont Faculty Association petitions the Vermont Labor Relations Board for a union election for the UVM faculty.... The scrutiny of "tuition fixing"

expands as the Justice Department investigates 55 institutions for possible violations of antitrust law. The investigation focuses on how private colleges set tuition rates and award financial aid to students.... In anticipation of increased worldwide competition for academic employment, six European countries collaborate to offer a joint degree in business.... University anti-harassment policies prompt debate over campus free-speech .... A congressional compromise on grant-making by the National Endowment for the Humanities and the National Endowment for the Arts contains provisions making the endowments responsible for enforcing a new prohibition against "obscene" art.... The San Francisco earthquake of October 17 take $250 million toll on California colleges and universities.... The Massachusetts higher education system faces severe crises after drastic budget cuts and scandals.... New study data indicate a 14.3 percent increase in state governmental spending for higher education in 1989-90. Begun in 1958 and known as "the Chambers Numbers," the annual study data serve as accurate indicators of state spending.

November: Faculty members in the NEA-affiliate at Youngstown State University in Ohio return to classes after a one-day strike. The result: two pay increases amounting to 7.1 percent each. The Youngstown University Faculty Association had been without a contract since the previous June.... Research universities accuse President Bush of using the abortion issue and fetal-tissue research as ideological tests in his search for director for the National Institute of Health.... A Carnegie faculty survey finds that professors are increasingly optimistic about their careers but extremely concerned about the quality of academic administration and student credentials and attitudes.... The administration of Passaic County College dropped plans to reduce faculty positions after NEA member pressure.... Nearly 500 higher education institutions miss the Department of Education's deadline for presenting their plans for the institutional reduction of the student loan default rates.... President Bush signs the 1990 U.S. Department of Education appropriations bill.... Student enrollment rates reported on the increase. Community colleges credit the increase in student enrollment to lower tuition rates and efficiency in job placement after graduation.... Medical and veterinary schools report decrease in use of live animals for research experiments.... The Berlin Wall opens November 10. East German university instructors and students stage demonstrations in support of democracy and curricular requirements.... At the annual meeting of the National Association

of State Universities and Land-Grant Colleges, President Bush urges universities to work with states in setting goals for education.

December: President Bush invites NEA President Keith Geiger to serve on the President's Education Policy Advisory Committee. The 24-member committee will help implement the recommendations of the recent National Education Summit."... More women are earning doctoral degrees in mathematics but employment with the top universities remains sparse.... CBS and the National Collegiate Athletics Association sign a multi-year contract for the network's exclusive rights to broadcast the association's national championships in 18 women's and men's sports.... The NEA-affiliated University of Hawaii Professional Assembly approves a new four-year contract that provides for an average 36 percent pay raise, with a 31 percent minimum. UHPA members will also receive greatly expanded medical benefits, including dental, vision, and drug coverage.... Education Department budget estimates calculate a $84.3 million cut in the Student Aid budget for the 1990-1991 academic year.... NEA awards the Lewis and Clark Faculty Association an "A +" for 1989 Excellence in Education Award. LCFA represents the faculty of Lewis and Clark Community College in Illinois.... A National Association of College and University Business Officers report finds that university and college endowments have recovered from whatever setbacks they sustained after the 1987 stock market crash.... The Kendall College of Art and Design in Grand Rapids, Michigan agrees to "never" again raise the U.S. Supreme Court *Yeshiva* decision to avoid bargaining with the Kendall College Faculty Association, an NEA affiliate.... The National Science Foundation is criticized for selectivity in budget allocation....Colleges are urged to incorporate cultural diversity and sensitivity in teacher training programs.

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January: The Association of Faculty at the University of Maine has a new three-year contract that raises faculty salaries by 19 percent. Health insurance was a critical issue during the negotiations for the new agreement, and the NEA affiliate turned back a management demand that faculty members pick up half of the full family health insurance premium.... Academic leaders attack the director of the Office of National Drug Control Policy for remarks made that may challenge academic freedom.... President Bush presents the 1991 fiscal budget to Congress.... The Massachusetts Teachers Associa-

tion, an NEA affiliate, protests against education budget cuts enacted by the Massachusetts legislature. The cuts have denied thousands of Massachusetts students access to public higher education.... A two-year effort, the "Quality Education for Minorities Project," is unveiled and calls for radical changes in schools.... Two reports forecast a higher starting salary for graduates in engineering.... Supreme Court rejects the University of Pennsylvania's privacy claim for tenure files and mandates disclosure of peer-review documents.... A national survey indicates that competition for good grades to get into top graduate schools and high-paying jobs is leading more students to cheat.... Graffiti hits computer screens on campuses the nation over and causes problems for university administrators.... Secretary Cavazos calls for a partnership for college funding among the federal government, state governments, and the private sector....

February: NEA members at San Juanquin Delta College in Stockton, California report a new contract that puts top pay for Ph.D.s above $60,000, while bringing non-Ph.D.s within striking distance of that total.... The U.S. Department of Education releases survey findings on the statistical portrait of the American professoriate.... In one of NEA's ongoing series of opinion advertisements in the *Washington Post*, NEA President Keith Geiger calls on the federal government to allocate a significant part of the "peace dividend" to academic research.... A Senate panel cites the U.S. Department of Education for poor oversight and overly loose requirements in the widespread student loan default crisis.... Eight Black fraternities and sororities agree to end the practice of pledging to curb abusive hazing.... A U.S. Appeals Court rules that the Mississippi State higher education system is discriminatory.... A National Association of Independent Colleges and Universities study finds that only 15 percent of undergraduate students graduate in four years.... Many colleges report a decrease in freshman applications.

March: The annual NEA Higher Education Conference, "Increasing Cultural Diversity in Higher Education," is held March 2-4, 1990 in San Francisco.... Roger Knutson of Green River (Washington State) Community College is chosen to fill the vacant vice presidency of the National Council for Higher Education through the 1990-91 NEA Representative Assembly. Jean Peters of Mount Hood (Oregon) Community College is elected to a full term as secretary-treasurer. Three new members of the executive committee are also elected. The

National Council for Higher Education is an independent group that works within NEA to advance the interests of NEA higher education members.... A report by the American College Testing Program finds that changes in federal financial aid policy have hurt students from low-income families. Federal policy of the 1980s relied on loans rather than emphasizing grants.... Fast footwork and an outpouring of concern by the Texas Faculty Association/TSTA/NEA blocks an attempt to fundamentally change faculty health plan policies.... A $50 million gift to the United Negro College Fund sparks an ambitious fund drive, "Campaign 2000: An Investment in America's Future".... A new survey finds an increase in the number of Ph.D. applications to universities throughout the country.... The University of Bridgeport announces its deficit reduction plan—the elimination of 50 full-time faculty positions.... Growing numbers of state and federal laws promote huge increase in administrative and professional staff —100,000 more in a decade—in higher education institutions.

April: The National Research Council announces that in academic year 1988-89 universities awarded the highest number of doctorates in history. Most minority groups show an increase, but foreign students are thought to represent the bulk of students earning the advanced degrees.... Researchers at the Pennsylvania State University challenge the idea of massive faculty retirements and argue a more moderate increase than previously reported.... Bankers and state officials show concern over the new student loan program and argue the program would only enrich the groups backing it: the College Board, the Student Loan Marketing Association, and TIAA-CREF.... Institutional compatibility between East and West German universities gains momentum, but some East German academics fear the loss of generous social-welfare benefits.... Minority student enrollment reaches highest level ever, according to a report by the U.S. Department of Education.... A Carnegie plan to broaden the definition of faculty scholarship receives positive attention from American Association for Higher Education conferees.... There's cautious optimism after new findings show improvement in the faculty job market. The Modern Language Association says slow-downs in hiring may apply only to a few disciplines.... New white student unions spring up on many campuses. Some worry that these unions may be linked to organizations like the KKK.

May: Faculty members at Ferris State University in Michigan vote overwhelmingly to maintain their membership in NEA. Two thirds

of those voting prefer NEA over the American Association of University Professors (AAUP), which had petitioned for the election.... Analysts raise thoughtful questions as the 1991 congressional reauthorization of the Higher Education Act nears. Many are optimistic that "bold" ideas for reform may be acceptable to Congress.... "Straight-pride" rallies at two colleges spark counter demonstrations.... Teaching portfolios tried at Ball State in an effort to balance faculty evaluations.... A "Right to Know" bill, begrudgingly supported by college and university officials and lobbyists, gains momentum. A House measure would require colleges to report on campus crime, graduation rates, and sports budgets.... A national panel criticizes the reliance on multiple choice tests as discriminatory and an impediment to reform.

June: NEA and AAUP co-sponsor a minority mentoring conference titled, "Increasing Minority Participation in Higher Education: The Faculty's Role" in Washington, D.C..... College and university fears over a potential increase in lawsuits prompts sponsors of the pending Civil Rights Act of 1990 to change portions of the legislation.... Fewer freshmen are accepting offers of admission—forcing some colleges to lower admission criteria or dig deeper into waiting lists.... The American Association of University Professors places four more institutions on its "Censored Administrations" list.... The National Institute of Health is criticized for not including women in its federally supported research.... A bill to reauthorize federal support for the arts and humanities goes to the full House.

July: Over 8,000 delegates at the 1990 NEA Representative Assembly in Kansas City elect Marilyn Monahan, a New Hampshire elementary teacher, NEA secretary-treasurer. Monahan succeeds Roxanne Bradshaw, the Colorado community college instructor who had served as NEA secretary-treasurer since 1983.... A federal appeals court dismisses a landmark 1970 lawsuit that would have required the federal government to force states to desegregate their higher education systems.... Most colleges sign the pledge that requires they not support "obscene" work and take grant money from the National Endowment for the Arts.... A report by the Education Commission of the States urges states to take a stronger interest and financial role in private colleges.... More professors in a variety of academic disciplines are requiring their students to do extensive writing.... NEA President Keith Geiger sends a letter of protest to New Zealand's prime minister, Geoffrey Palmer. President Geiger conveys NEA's concern over the potential threat to academic

freedom in pending legislation in New Zealand.... The predicted faculty shortage begins as colleges find it increasingly difficult to fill faculty vacancies.... A new Georgia state law requires all new employees of public colleges to submit to drug testing. Faculty and students argue that the law is a waste of money and will hinder efforts to attract new faculty and graduate students to public higher education institutions.

August: Members of the UVM Faculty Association/Vermont-NEA place the campaign to organize University of Vermont faculty on hold temporarily while a new president assumes office.... Long-time higher education advocate Justice William J. Brennan announces his resignation from the Supreme Court.... An influx of older students to undergraduate classes causes some professors to adjust teaching styles.... Graduate students are fed up with low stipends and inadequate health insurance and are beginning efforts to organize unions.... A Yale proposal for shortening the path to the receipt of doctoral degrees upsets some faculty and graduate students.... The National Governors' Association creates a new panel to track the progress of educational reform.... The Higher Education Assistance Foundation is faulted as delays in processing new student loans continue.... A Justice Department probe of possible anti-trust violations on 57 campuses continues while colleges maintain a wait-and-see posture.... Campus violence increases as five Florida university students are found murdered.

September: An annual survey of freshmen indicates that changes in financial aid policies from grants to loans negatively impact Black students. Other findings: Black students are more dependent on federal monies than white students, and Black students tend not to attend first choice institutions but rather the colleges with lower tuition rates.... Research on the homeless is tweaking the interest and concern of social scientists. One study reports that homelessness is rated as the most serious problem in America today.... Major research universities announce plans for revamping higher education systems—from management and tenure to teaching.... Faculty members strike for higher pay at Temple and Wayne State Universities and the University of Bridgeport.... Overall ACT score averages remained the same but increased for minority test-takers.... Student loan default rates are documented at more than 3,000 nonprofit institutions of higher education.

Higher Education Legislation, '89-'90

NEA lobbying efforts proved quite effective during the 101st Congress, which, despite foot-dragging on many important issues, did address a large number of diverse legislative concerns.

Congress, for instance, did allocate the highest appropriations level ever for Department of Education programs. NEA member efforts also helped reauthorize and expand Vocational Education, Head Start, the Asbestos School Hazards Abatement Act, the Education of the Handicapped Act, the Tribally Controlled Community College Act, and the McKinney Act's Education Programs for the Homeless.

New NEA-backed legislation enacted by the 101st Congress includes measures as varied the Children's TV Act and the Gun-Free School Zone Act.

Four NEA-supported bills—the Family and Medical Leave Act, the Civil Rights Act, the Hatch Act Revisions, and a major increase in the Minimum Wage—were passed by the Congress but vetoed by the President. In each instance, his veto was sustained.

Briefly highlighted below are specific congressional actions of interest to NEA members in higher education.

Education Funding: Funding for federal education programs will increase by $2.7 billion this year—the single highest increase ever.

The fiscal 1991 budget, as passed, will increase federal student aid to $6.71 billion, an increase of $610 million over the $6.1 billion last year. For the first time in three years the Pell Grant program will receive an increase. It will now make available to half- and full-time students a maximum $2,400 grant award, up from $2,300 in previous years. The total budget for Pell Grants is $5.37 billion, up from last year by $570 million.

The Supplemental Educational Opportunity Grants program will increase by $6.2 million, from $459 million to $520.2 million.

The State Student Incentive Grant Program will increase to $63.5 million, above last year's amount by $4.3 million.

The federal Stafford Student Loan Program distribution procedures will be tightened. The program will no longer guarantee loans to students attending certain colleges or trade schools with high default rates. Schools with default rates higher than 35 percent for three years prior to fiscal years '91 and '92 and 30 percent for fiscal years '93-'95 will no longer receive guaranteed loans. Historically Black colleges will be exempt until July 1994. The expected savings will total $1.7 billion over five years.

The student loan program will also receive budget increases this fiscal year. The Stafford Student Loan Program will receive $4.54 billion, as compared with $4.5 billion last year, an increase of $40 million. Since the loan program is an entitlement, this figure is an estimate for this year's program costs.

Federal contributions to the Perkins Loan Program will increase by nearly $21 million, from $135 million the previous year to nearly $156 million.

The Income Contingent Loan Program will receive significant reductions. The pilot project will receive $4.88 million, as compared with $9.86 million last year. The loan program sustained reductions because of the high interest rates students must pay on their loans.

The federal Work-Study Program will receive $595 million, down from $602 million last year.

Funds for institutional development will increase to $204.8 million, an increase of $8.6 million.

Higher education appropriations will increase from $623 million to $762 million. This includes special grants, aid for students (i.e., veteran outreach), and scholarships and fellowships. The TRIO Program will increase from $241.8 million to $333.7 million.

Civil Rights: The NEA-backed Civil Rights Act of 1990 would have overturned six U.S. Supreme Court decisions that limit and weaken the scope of the country's civil rights laws. The bill, if signed, would have also authorized, for the first time ever, compensatory and punitive damages for victims of intentional discrimination based on gender, religion, or disability.

The final version of the bill passed both the House and Senate, but President Bush vetoed the legislation on October 22, 1990, claiming the bill would force hiring by "quota." A House and Senate compromise had inserted into the bill specific prohibitions against quotas. The Senate failed to override the veto by one vote. The Civil Rights Bill will be reintroduced next year.

Student Right-to-Know: Also known as Higher Education Disclosure, this bill, which was enacted, requires colleges and universities that receive federal student aid to disclose to students and applicants graduation rates of student athletes as well as campus crime statistics. The bill also directs the Education Department to develop a formula to be used by colleges to report graduation rates of all students by academic discipline.

Community Service: This bill authorizes grants to establish national, community, and school-based volunteer service programs. It also establishes a Points of Light Foundation to encourage volunteerism among students. For higher education institutions, the legislation offers grants for student service programs.

The bill, as passed by the House and Senate, authorizes $62 million in fiscal 1991, $105 million in fiscal 1992, and $192 million in fiscal 1993.

Americans with Disabilities: P.L. 101-336 extends civil rights protections to the disabled in employment, transportation, and other public accommodations. The bill was signed into law on July 26, 1990.

Family and Medical Leave: Congress passed legislation that would have, if signed, required employers of 50 or more people to guarantee job-protected unpaid leave to employees for serious illnesses or to care for a new born child, newly adopted child, or seriously ill child, spouse, or parent.

President Bush vetoed the bill on June 30, 1990. Congress failed to obtain two-thirds vote to override the veto. Further action is expected during the next Congress.

Mathematics and Science Education: Legislation that promotes the study of math and science and provides training for mathematics and science teachers passed both houses of Congress.

Omnibus Educational Excellence: The first major education bill of the Bush Administration would have mandated a variety of programs, some positive, others highly questionable. The final compromise bill passed the House but died in the Senate. The bill is expected to be reintroduced next year.

Mandatory Medicare Coverage: The Senate budget reconcilia-

tion bill included an NEA-opposed provision that would have mandated Medicare coverage for all state and local public employees. The House-passed package did not include such a provision. The Senate conferees receded to the House provision, eliminating mandatory Medicare coverage from the final conference agreement.

State and local public employees will continue in their current status. Newly hired employees are being covered as required by the Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA). All other public employees who are not covered will remain uncovered.

Employer-Provided Educational Assistance: A two-year, retroactive extension of employer-provided educational assistance (Section 127 of the Internal Revenue Code) is included in the conference agreement for a two-year period. A noteworthy addition to the Section 127 extension is the repeal of the special rule excluding graduate level courses (first passed in 1986) from eligibility for employer-provided educational assistance. This repeal of the graduate assistance restriction is not, however, retroactive to last January.

Supreme Court Decisions: '89-'90 Term

Below is a list of 1989-1990 term United States Supreme Court decisions relevant to higher education.

Case	Vote	Ruling
University of Pennsylvania *v.* EEOC (58 USLW 4093)	9–0	The Equal Employment Opportunity Commission may force colleges to turn over confidential tenure review files when investigating discrimination charges. The Court said reviews written by peer evaluators often are crucial in proving whether a college discriminated against a professor on the basis of sex or race (ED, Jan. 10).
Missouri *v.* Jenkins (58 USLW 4480)	5–4	A federal judge had the authority to order the Kansas City, Mo., school District to increase taxes and set aside a state law that required a two-thirds vote to authorize any tax hike (ED, April 19).
Westside Community Schools *v.* Mergens (58 USLW 4720)	8–1	Public schools must allow religious clubs to meet on school grounds if they permit other extracurricular clubs to meet. The Court also upheld the Equal Access Act, which forbids schools that receive federal funds to discriminate against clubs because of their religious, political, or philosophical views (ED, June 5).
Fort Stewart Schools *v.* Fort Stewart Association of Educators (58 USLW 4643)	9–0	Civilian teachers at Defense Department schools have the right to bargain collectively over wages and benefits (ED, May 30).
Howlett *v.* Rose (58 USLW 4755)	9–0	Public school officials may be sued in state court, not just in federal court, for federal civil rights violations (ED, June 12).
Rutan *v.* Republican Party of Illinois (58 USLW 4872)	5–4	Federal, state, and local governments cannot refuse to hire, promote, or transfer most employees on the basis of party affiliation (ED, June 25).

Cases the Court Will Decide Next Term

Oklahoma City Public Schools *v.* Dowell (58 USLW 3610)	The Court will decide when, if ever, school district can be released from court oversight of desegregation orders (ED, June 21).
Lehnert *v.* Ferris Faculty Association (58 USLW 3779)	The Court will decide which union functions constitute "collective bargaining" activities for the purpose of determining what portion of union fees may be rebated to nonunion faculty members (ED, June 12).
Salve Regina College *v.* Russell (58 USLW 3712)	The Court will decide a procedural issue in a dispute between a college and a student it expelled because of her weight (ED, June 29). The justices will decide whether the First Circuit should have reviewed a lower court ruling that said a special contractual relationship existed between the student and the college.

SOURCE: *Education Daily*, Special Supplement, July 1990.

NAIA and NCAA Team Competition Winners

Below are the results of all NAIA and NCAA team competitions during the 1989-1990 seasons. Note that several NCAA divisions do not have championship competitions.

National Association of Intercollegiate Athletics

1989-90 Team Champions

	Men	Women
Baseball	Lewis-Clark, Idaho	
Basketball	Birmingham-Southern, Ala.	Southwestern Oklahoma State
Cross Country	Adams State, Ala.	Adams State, Colo.
Football		
Division I	Carson-Newman, Tenn.	
Division II	Westminster, Penn.	
Golf	Texas Wesleyan	
Soccer	West Virginia Wesleyan	Pacific Lutheran, Wash.
Softball		Kearney State, Nebr.
Swim. and Diving	Drury, Mo.	Univ. of Puget Sound, Wash.
Tennis	Elon, N.C.	Flagler, Fla.
Track and Field		
Indoor	Adams State, Colo.	Simon Fraser, B.C.
Outdoor	Oklahoma Baptist	Prairie View A&M, Texas
Volleyball		Fresno Pacific, Calif.
Wrestling	Adams State, Colo.	

SOURCE: *1989-1990 NCAA Championships Summary*, Department of Sports Information, National Association of Intercollegiate Athletics.

National Collegiate Athletic Association

Team Competitions

	Men	Women
Baseball		
Division I	Univ. of Georgia	
Division II	Jacksonville State, Fla.	
Division III	Eastern Connecticut State, Ct.	
Basketball		
Division I	Univ. of Nevada, Las Vegas	Stanford
Division II	Kentucky Wesleyan	Delta State, Miss.
Division III	Univ. of Rochester, N.Y.	Hope College, Mich.
Cross Country		
Division I	Iowa State	Villanova
Division II	South Dakota State	California Poly State
Division III	Univ. of Wisconsin, Oshkosh	Cortland State
Fencing	Pennsylvania State	Pennsylvania State
Field Hockey		
Division I	Univ. of North Carolina	
Division III	Lock Haven, Pa.	
Football		
Division I-AA	Georgia Southern	
Division II	Mississippi College	
Division III	Univ. of Dayton	
Golf		Arizona State
Division I	Arizona State	
Division II	Florida Southern	
Division III	Methodist College, N.C.	
Gymnastics	Univ. of Nebraska	Univ. of Utah
Ice Hockey		
Division I	Univ. of Wisconsin	
Division III	Univ. of Wisconsin	
Lacrosse		Harvard
Division I	Syracuse	
Division III	Hobart, N.Y.	Ursinus, Pa.
Rifle (Men's & Women's)	West Virginia	West Virginia
Skiing (Men's & Women's)	Univ. of Vermont	Univ. of Vermont
Soccer		
Division I	Santa Clara, Calif.	Univ. of North Carolina
Division II	New Hampshire College	Barry Univ., Fla.
Division III	Elizabethtown College, Pa.	Univ. of Calif., San Diego

	Men	Women
Softball		
Division I		U.C.L.A.
Division II		Calif. State, Bakersfield
Division III		Eastern Connecticut, Willimantic
Swim. and Diving		
Division I	Univ. of Texas	Univ. of Texas
Division II	Calif. State, Bakersfield	Oakland, Mich.
Division III	Kenyon, Ohio	Kenyon, Ohio
Tennis		
Division I	Stanford	Stanford
Division II	California Poly State	Univ. of Calif., Davis
Division III	Swarthmore, Pa.	Gustavus Adolphus, Minn.
Track and Field		
Indoor		
Division I	Univ. of Arkansas	Univ. of Texas
Division II	St. Augustine's, N.C.	Abilene Christian, Texas
Division III	Lincoln, Pa.	Christopher Newport, Va.
Outdoor		
Division I	Louisiana State	Louisiana State
Division II	St. Augustine's, N.C.	Calif. Poly State
Division III	Lincoln, Pa.	Univ. of Wisconsin
Volleyball	U.C.L.A.	
Division I		Calif. State, Long Beach
Division II		Calif. State, Bakersfield
Division III		Washington, Mo.
Water Polo	Univ. of Calif., Irvine	
Wrestling		
Division I	Oklahoma State	
Division II	Portland State, Ore.	
Division III	Ithaca, N.Y.	

SOURCE: *NCAA News*, "1989-1990 NCAA Champ Dates and Sites," (June, 1990), National Collegiate Athletic Association.

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Hoenack, Stephen A., *The Economics of American Universities: Management, Operations, and Fiscal Environment*, State University of New York Press, 1990.

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Schlachter, Gail Ann and R. David Weber, *Financial Aid for Research, Study, Travel, and Other Activities Abroad, 1990-1991* , Reference Service Press, 1990.

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Sherrill, Jan M. and Dorothy G. Siegel, (eds.), *Responding to Violence on Campus (New Directions for Student Services*, no. 47, Jossey-Bass, 1989.

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Weschler, Harold, *The Transfer Challenge: Removing Barriers, Maintaining Commitment*, Association of American Colleges, 1989.

Weimer, Maryellen, *Improving College Teaching: Strategies for Developing Instructional Effectiveness*, Jossey-Bass, 1990.

Weiss, Larry J., (ed.), *Parents Programs: How to Create Lasting Ties*, Council for Advancement and Support of Education, 1990.

White, Lawrence, *Complying with "Drug-Free Workplace" Laws on College and University Campuses*, National Association of College and University Attorneys, 1989.

Whitlach, Jo Bell, *The Role of the Academic Reference Librarian*, Greenwood, 1990.

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Zeiss, Tony, (ed.), *Economic Development: A Viewpoint From Business*, American Association of Community and Junior Colleges, 1990.

ERIC-ASHE Research Reports: 1988-1990

Obtainable from ERIC-ASHE Research Reports, The George Washington University, One Dupont Circle, N.W., Washington, DC 20036.

Price: $15/copy or $60/year (1988-1989); $15/copy or $80/year (1989).

1988-1. Kuh, George D. and Elizabeth J. Whitt, *The Invisible Tapestry: Culture in American Colleges and Universities.*

1988-2. Kurfiss, Joanne Gainen, *Critical Thinking: Theory, Research, Practice, and Possibilities.*

1988-3. Seymour, Daniel, *Developing Academic Programs: The Climate for Innovation.*

1988-4. Whitman, Neal A., *Peer Teaching: To Teach is To Learn Twice.*

1988-5. Hines, Edward R., *Higher Education and State Governments: Renewed Partnership, Cooperation, or Competition.*

1988-6. Fairweather, James S., *Entrepreneurship and Higher Education: Lessons for Colleges, Universities, and Industry.*

1988-7. Ferrante, Reynolds, John Hayman, Mary Susan Carlson, and Harry Phillips, *Planning for Microcomputers in Higher Education: Strategies for the Next Generation.*

1988-8. Lindsay, Alan W. and Ruth T. Neumann, *The Challenge for Research in Higher Education: Harmonizing Excellence and Utility.*

1989-1. Bensimon, Estela M., Anna Neumann, and Robert Birnbaum, *Making Sense of Administrative Leadership: The 'L' Word in Higher Education.*

1989-2. Washington, Valora and William Harvey, *Affirmative Rhetoric, Negative Action: African-American and Hispanic Faculty at Predominantly White Universities.*

1989-3. Tomlinson, Louise M., *Postsecondary Developmental Programs: A Traditional Agenda with New Imperatives.*

1989-4. Thelin, John R. and Lawrence L. Wiseman, *The Old College Try: Balancing Athletics and Academics in Higher Education.*

1989-5. Smith, Daryl G., *The Challenge of Diversity: Involvement or Alienation in the Academy?.*

1989-6. Stark, Joan S., Kathleen M. Shaw, and Malcolm A.

Lowther, *Student Goals for College and Courses: A Missing Link in Assessing and Improving Academic Achievement.*

1989-7. Jacoby, Barbara, *The Student as Commuter: Developing a Comprehensive Institutional Response.*

1989-8. Morse, Suzanne W., *Renewing Civic Capacity: Preparing College Students for Service and Citizenship.*

1990-1. Brittingham, Barbara E. and Thomas R. Pezzullo, *The Campus Green: Fund Raising in Higher Education.*

1990-2. Mauch, James E., Jack W. Birch, and Jack Matthews, *The Emeritus Professor: Old Rank—New Meaning.*

1990 3-8 (forthcoming).

Resources and References

Forthcoming Academic Meetings, 1991

The following list contains the dates, sites, and contact telephone numbers for many of the larger academic meetings scheduled to be held in 1991.

American Anthropological Association, 1703 New Hampshire Avenue, Washington, D.C. 20009 (202-232-8800): San Francisco, CA, December 2-16, 1991.

American Association for Higher Education, One Dupont Circle, N.W., Suite 600, Washington, D.C. 20036 (202-293-6440): Washington, D.C., March 24-27, 1991.

American Association for the Advancement of Science, 1333 H Street, N.W., Washington, D.C. 20036 (202-326-6450): Washington, D.C., February 14-19, 1991.

American Association of State Colleges and Universities, One Dupont Circle, N.W., Washington, D.C. 20036 (202-293-7070): *Date to be set.*

American Association of University Professors, 1012 14th Street, N.W., Suite 500, Washington, D.C. 20005 (202-737-5900): Washington, D.C., June 15-16, 1991.

American Association of University Students, 3831 Walnut Street, Philadelphia, PA 19104 (215-387-3100): St. Louis, MO, February 27-March 3, 1991.

American Astronomical Society, 2000 Florida Avenue, N.W., Washington, D.C. 20009 (202-328-2010): Philadelphia, PA, January 13-18, 1991.

American Chemical Society, 1155 16th Street, N.W., Washington, D.C. 20036 (202-872-4401): Atlanta, GA, April 14-19, 1991, and New York City, NY, August 25-30, 1991.

American Council of Learned Societies, 228 E. 45th Street,

New York, NY 10017 (212-697-1505): Arlington, VA, April 25-26, 1991.

American Council on Education, One Dupont Circle, N.W., Washington, D.C. 20036 (202-939-9410): San Francisco, CA, January 15-18, 1991. Contact: Pam Woods

American Dietetic Association, 216 W. Jackson, Chicago, IL 60606 (312-899-0040): Dallas, TX, October 28-November 1, 1991.

American Economic Association, Suite 809, Oxford House, 1313 21st Avenue, S., Nashville, TN 37212 (615-322-2595): Washington, D.C., December 27-30, 1991. Contact: Marlene Hall

American Educational Research Association, 1230 17th Street, N.W., Washington, D.C. 20036 (202-223-9485): Chicago, IL, April 3-7, 1991. Contact: William J. Russell

American Historical Association, 400 A Street, S.E., Washington, D.C. 20003 (202-544-2422): New York, NY, December 27-30, 1991. Contact: Sharon Tune

American Institute of Aeronautics and Astronautics, 370 L'Enfant Promenade, S.W., Washington, D.C. 20024 (202-646-7400): Crystal City, VA, April 30-May 5, 1991. Contact: Marcella Washington

American Institute of Chemical Engineers, 345 E. 47th Street, New York, NY 10017 (212-705-7660): Chicago, IL, November 11-16, 1991. Contact: Denise Deluca

American Library Association, 50 E. Huron Street, Chicago, IL 60611 (312-944-6780): Chicago, IL, January 12-17, 1991. Contact: Amy Jones

American Mathematical Association of Two-Year Colleges, Santa Rosa Junior College, Santa Rosa, CA 95401 (707-829-0606): Seattle, WA, *Date to be set.*

American Mathematical Society, 201 Charles Street, Providence, R.I. 02904 (401-272-9500): San Francisco, CA, January 16-19, 1991. Contact: Janet Balletto

American Nurses Association, 2420 Pershing Road, Kansas City, MO 64108 (800-821-5834 or 816-474-5720): Las Vegas, NV, 1992

American Philological Association, See listing for Archaeological Institute of America.

American Physical Therapy Association, 1111 North Fairfax, Alexandria, VA 22314 (702-684-2782): Boston, MA, June 23-27,

1991. Contact: Meeting Services Department

American Political Science Association, 1527 New Hampshire Ave., N.W., Washington, D.C. 20036 (202-483-2512): Washington, D.C., August 30-September 2, 1991. Contact: Jennifer Hacha

American Psychiatric Association, 1400 K Street, N.W., Washington, D.C. 20005 (202-682-6220): New Orleans, LA, May 11-16, 1991. Contact: Robert Shallett

American Psychoanalytic Association, 309 E. 49th Street, New York, NY 10017 (212-752-0450): New Orleans, LA, May 8-12, 1991. Contact: Debra Ever

American Psychological Association, 1200 17th Street, N.W., Washington, D.C. 20036 (202-955-7710): San Francisco, CA, August 11-15, 1991. Contact: Carol Murray-Wall

American Public Health Association, 1015 15th Street, N.W., Washington, D.C. 20036 (202-789-5600): Atlanta, GA, November 10-14, 1991. Contact: Michelle Horton

American Society for Engineering Education, 11 Dupont Circle, N.W., Suite 200, Washington, D.C. 20036 (202-293-7080): New Orleans, LA, June 16-19, 1991. Contact: John Lechner

American Society for Information Science, 8720 Georgia Avenue, Suite 501, Silver Spring, MD 20910 (301-495-0900): Washington, D.C., October 27-31, 1991. Contact: Peter Soloman

American Society of Agronomy, 677 S. Segoe Road, Madison, WI 53711 (608-273-8080): Denver, CO, October 27-November 1, 1991. Contact: David Kral

American Society of Animal Science, 309 W. Clark, Champaign, IL 61820 (217-356-3182): University of Wyoming at Laramie, August 6-9, 1991. Contact: Carl Johnson

American Society of Mechanical Engineers, 345 E. 47th Street, New York, NY 10017 (212-705-7740): Dallas, TX, November 25-30, 1991. Contact: June Leach

American Society of Zoologists, 104 Sirius Circle, Thousand Oaks, CA 91360 (805-492-3585): Atlanta, GA, December 27-30, 1991. Contact: Mary Adams-Wiley

American Society on Aging, 833 Market Street, Suite 516, San Francisco, CA 94103 (415-543-2617): New Orleans, LA, March 16-19, 1991. Contact: Barbara Hodkinson

American Sociological Association, 1722 N Street, N.W., Wash-

ington, D.C. 20036 (202-833-3410): Cincinnati, OH, August 23-27, 1991. Contact: Judy Clark

American Speech-Language-Hearing Association, 10801 Rockville Pike, Rockville, MD 20852 (301-897-5700): Atlanta, GA, November 22-25, 1991.

American Statistical Association, 1429 Duke Street, Alexandria, VA 22314 (703-684-1221): Atlanta, GA, August 19-22, 1991. Contact: Lee Decker

Archaeological Institute of America, 675 Commonwealth Avenue, Boston, MA 02215 (617-353-9361): San Francisco, CA, December 27-30, 1991. Contact: Shelley Griffin

Association for Institutional Research, 314 Stone Building, Florida State University, Tallahassee, FL 32306 (904-644-4470): San Francisco, CA, May 26-29, 1991.

Association for the Study of Higher Education, Department of Educational Administration, Texas A&M Univeristy College Station, TX 77843 (409-845-0393): Boston, *Date to be set.*

Association of American Colleges, 1818 R Street, N.W., Washington, D.C. 20009 (202-387-3760): Washington, D.C., January 9-12, 1991. Contact: Suzanne Lightman

Association of Catholic Colleges and Universities, One Dupont Circle, N.W., Washington, D.C. 20036 (202-457-0650): Washington, D.C., February 5-6, 1991.

Association of Teacher Educators, 1900 Association Drive, Reston, VA 22091 (703-620-3110): New Orleans, LA, February 16-20, 1991. Contact: Candace Wells

College and University Personnel Association, 11 Dupont Circle, N.W., Washington, D.C. 20036 (202-429-0311): Hawaii, August 4-7, 1991. Contact: Professional Development

Council on International Educational Exchange, 205 E. 42nd Street, New York, NY 10017 (212-661-1414): South Carolina, November 7-9, 1991. Contact: Joseph Hickey

Council on Postsecondary Accreditation, One Dupont Circle, N.W., Washington, D.C. 20036 (202-452-1433): New Orleans, LA, April 8-10, 1991 and Denver, CO, October 21-23, 1991.

Mathematical Association of America, 1529 18th Street, N.W., Washington, D.C. 20036 (202-387-5200): San Francisco, CA, January 16-20, 1991. Contact: Jane Heckler

Modern Language Association, 10 Astor Place, New York, NY 10003 (212-475-9500): San Francisco, CA, December 27-30, 1991. Contact: Stacy Courtney

National Academy of Sciences, 2101 Constitution Avenue, N.W., Washington, D.C. 20418 (202-334-2138): Washington, D.C., April 28, May 1, 1991. Contact: Office of the Home Secretary

National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, D.C. 20009 (202-462-4811): Boston, MA, May 24-27, 1991. Contact: Conference Staff

National Association for Women Deans, Administrators and Counselors, 1325 18th Street, N.W., Suite 210, Washington, D.C. 20009 (202-659-9330): Boston, MA, March 13-16, 1991. Contact: Carole Walega

National Association of College and University Business Officers, One Dupont Circle, N.W., Washington, D.C. 20036 (202-861-2500): Nashville, TN, July 21-23, 1991. Contact: Sandra Burt

National Association of State Universities and Land-Grant Colleges, One Dupont Circle, N.W., Washington, D.C. 20036 (202-778-0818): Washington, D.C., November 10-12, 1991.

National Association of Student Personnel Administrators, 1700 18th Street, N.W., Washington, D.C. 20009 (202-265-7500): Washington, D.C., April 3-6, 1991.

National Catholic Educational Association, 1077 30th Street, N.W., Washington, D.C. 20007 (202-337-6232): Boston, MA, April 1-4, 1991. Contact: Nancy Brewer

National Center for the Study of Collective Bargaining in Higher Education and the Professions, 17 Lexington Avenue, Box 322, New York, NY 10010 (212-387-1510): San Francisco, CA, March 14-15, 1991.

National Council of Teachers of English, 111 Kenyon Road, Urbana, IL 61801 (217-328-3870): Seattle, WA, November 22-27, 1991. Contact: Bob Harvey

National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091 (703-620-9840): New Orleans, LA, April 17-20, 1991.

National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036 (202-833-4000): Higher Education Conference: Boston, MA, March 1-3, 1991; Representative Assembly: Miami, FL,

July 2-7, 1991.

National University Continuing Education Association, One Dupont Circle, N.W., Washington, D.C. 20036 (202-659-3130): Miami, FL, April 20-23, 1991.

National Women's Studies Association, University of Maryland, College Park, MD 20742 (301-405-5573): National Conference: 1993

Organization of American Historians, 112 N. Bryan Street, Bloomington, IN 47401 (812-855-7311): Louisville, KY, April 11-14, 1991. Contact: Mary Belding

Society of American Archivists, 600 South Federal, Suite 504, Chicago, IL 60605 (312-922-0140): Philadelphia, PA, September 25-29, 1991.

Society of Biblical Literature, 819 Houston Mill Road, Atlanta, GA 30329 (404-636-4744): Kansas City, MO, November 23-26, 1991.

Higher Education Journals, Reference Aids

The following publications devote full or considerable attention to higher education.

1. Journals and Periodicals

(Address and subscription prices are as of August 1990). Prices are for nonmembers of sponsoring organizations and apply only to U.S. subscribers.)

AAHE Bulletin, $27/year, (American Association for Higher Education, One Dupont Circle, N.W., Washington, DC 20036).

Academe, $40/year, (American Association of University Professors, 1012 14th Street, N.W., Suite 500, Washington, DC 20005).

Academic Medicine, $30/year, (Association of American Medical Colleges, One Dupont Circle, N.W., #200, Washington, DC 20036) Formerly *Journal of Medical Education*.

Action in Teacher Education, $50/year, (Association of Teacher Educators, 1900 Association Drive, Reston, VA 22091).

Adolescence, $37/year, (Libra Publishers, 3089C Clairemont Drive San Diego, CA 92117).

American Educational Research Journal, $23/year, (American Educational Research Association, 1230 17th Street, N.W., Washington, DC 20036).

American Indian Culture and Research Journal, $30/year, (American Indian Studies Center, UCLA 3220 Campbell Hall, 405 Hilgard Ave., Los Angeles, CA 90024).

American Indian Quarterly, $40/year, (Native American Studies Program, University of California, 3415 Dwinelle Hall, Berkeley, CA).

AMATYC Review, $25/year, (American Mathematical Association of Two- Year Colleges, Santa Rosa Junior College, Santa Rosa, CA 95401).

American Journal of Dental Education, $25/year, (American Association of Dental Schools, 1619 Massachusetts Avenue, N.W., Washington, DC 20036).

American Journal of Distance Education, $25/year, (College of Education, Pennsylvania State University, Rackley Building, University Park, PA 16802).

American Journal of Education, $22/year, (University of Chicago Press, Journals Division, Box 37005, Chicago, IL 60637).

American Journal of Pharmaceutical Education, $35/year, (1426 Prince Street, Alexandria, VA 22314).

American Journal of Sociology, $34/year, (University of Chicago Press, Journals Division, Box 37005, Chicago, IL 60637).

American Scholar, $19/Year, (Phi Beta Kappa, 1811 Q Street, N.W., Washington, DC 20009).

American School and University, $49/year, (401 N. Broad Street, Philadelphia, PA 19108).

American Sociological Review, $40/year, (American Sociological Association, 1722 N Street N.W., Washington, DC 20036).

Assessment and Evaluation in Higher Education, £18/year, (School of Education, University of Bath, Claverton Down, BA2 7AY, England) Formerly *Assessment in Higher Education*.

AJCU Higher Education Report, $15/year, (Association of Jesuit Colleges and Universities, One Dupont Circle, N.W., Washington, DC 20036).

Aztlan: A Journal of Chicano Studies, $15/year, (Chicano Studies Research Center, University of California, 405 Hilgard Avenue, Los Angeles, CA 90024).

Black Issues in Higher Education, $40/year, (Cox, Matthews & Asso., Inc., 10520 Warwick Avenue, Suite B-8, Fairfax, VA 22030).

Black Scholar, $30/year, (The Black Scholar Press, PO Box 2869, Oakland, CA 94609).

Business Education Forum, $9/year—available only to members, (1914 Association Drive, Reston, VA 22091).

Canadian Journal of Higher Education, $60/year, (Canadian Society for the Study of Higher Education, 151 Slater, Ottawa, Ontario, K1P 5N1).

CAUSE/EFFECT, $42/year, (CAUSE, 737 29th Street, Boulder, CO 80303).

Change, $20/year, (Educational Foundation, 4000 Albemarle

Street, Washington, DC 20016).

Chronicle of Higher Education, $57.50/year, (1255 23rd Street, N.W., Washington, DC 20037).

College and Research Libraries, $35/year, (Association of College and Research Libraries, American Library Association, 50 E. Huron Street, Chicago, IL 60611).

College and University, $25/year, (American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, N.W., Washington, DC 20036).

College Board Review, $20/year, (College Board Review, Box 080419, Great Kills Station, Staten Island, NY 10308).

College Composition and Communication, $8/year, (National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL 61801).

College English, $35/year, (National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL 61801).

College Mathematics Journal, $24/year, (Mathematical Association of America, 1529 18th Street, N.W., Washington, DC 20036).

College Teaching, $39/year, (Heldref Publications, 4000 Albemarle Street, N.W., Washington, DC 20016) Formerly *Improving College and University Teaching*.

Collegiate Microcomputer, $34/year, (Rose-Hulman Institute of Technology, Terre Haute, IN 47803).

Community and Junior College Libraries, $28/year, (The Haworth Press, Inc., 12 West 32nd Street, New York, NY 10001).

Community College Review, $35/year, (Department of Adult and Community College Education, School of Education, Box 7801, North Carolina State University, Raleigh, NC 27695-7801).

Community College Social Science Journal, $25/year, (Grossmont College, El Cajon, CA 92020).

Community/Junior College Quarterly of Research and Practice, $39/year, (Hemisphere Publishing Corp., Community/Junior College Quarterly of Research and Practice, 79 Madison Avenue, Suite 1110, New York, NY 10016). Formerly *Community/Junior College Research Quarterly*.

Community College Times, $46/year, (AACJC Publications, One South Early Street, Alexandria, VA 22304).

Community College Week, $24/year, (10520 Warwick Ave., Fairfax, VA).

Community, Technical and Junior College Journal, $18/year, (American Association of Community and Junior Colleges, 80 S. Early Street, Alexandria, VA 22304). Formerly *Community and Junior College Journal*.

Comparative Education Review, $28/year, (University of Chicago Press, Journals Division, PO Box 37005, Chicago, IL 60637).

Compass, $18/year, (Association of Independent Schools and Colleges, One Dupont Circle, N.W., Washington, DC 20036).

Continuing Higher Education Review, $26/year, (Office of Continuing Education, Ohio State University, 210 Sullivant Hall, 1813 N. High St., Columbus, OH 43210) Formerly *Continuum*.

CUPA Journal, $40/year, (College and University Personnel Association, 1233 20th Street, N.W., Washington, DC 20036). Formerly *Journal of the College and University Personnel Association*.

Currents, $55/year, (Publisher Services, Inc., 80 S. Early Street, Alexandria, VA 22304).

Education Daily, $475/year, (Capitol Publications, Inc., 1101 King Street, Box 1453, Alexandria, VA 22313). Incorporates *Higher Education Daily*.

Educational Policy, $28/year, (Butterworth Publishers, 80 Montvale Avenue, Stoneham, MA 02180).

Educational Record, $25/year, (American Council on Education, One Dupont Circle, N.W., Suite 800, Washington, DC 20036).

Educational Researcher, $28/year, (American Educational Research Association, 1230 17th Street, N.W., Washington, DC 20036).

Educational Studies: A Journal in the Foundations of Education, $12.50/year, (American Educational Studies Association, School of Education, North Carolina State University, Raleigh, NC 27650).

Engineering Education, $22.50/year, (American Society for Engineering Education, One Dupont Circle, N.W., Suite 400, Washington, DC 20036).

ERIC/ASHE Research Reports, $80/year, (Association for the Study of Higher Education, One Dupont Circle, N.W., Washington, DC 20036). See list of recent titles in the "Higher Education Books: A Selected Bibliography" section of this edition of this *NEA Almanac*.

European Journal of Education, $96/year, (Carfax Publishing Co., PO Box 25, Abingdon, Oxfordshire, OX14 3UE England).

Government Information Quarterly, $80/year, (JAI Press, Inc., 55

Old Post Rd., No. 2, PO Box 1678 Greenwich, CT 06835-1678).

Harvard Educational Review, $30/year, (Gutman Library, Suite 349, 6 Appian Way, Cambridge, MA 02138).

Higher Education, $63/year, (Kluwer Academic Publishers Group, Distribution Center, P.O. Box 322, 3300 AH, Dordrecht, The Netherlands).

Higher Education Advocate, $30/year for institutional subscription, (National Education Association, 1201 16th Street, N.W., Washington, DC 20036.) Institutional subscription includes *NEA Almanac of Higher Education* and *Thought and Action*.

Higher Education National Affairs, $25/year, (American Council on Education, One Dupont Circle, N.W., Washington, DC 20036).

Higher Education in Europe, $20/ year, (European Centre for Higher Education, 39 Stirbei Voda, R-70732, Bucharest, Romania).

Higher Education Management, $25/year, (Center for Educational Research and Innovation, Organization for Economic Cooperation and Development, IMHE Programme, OECD/CERI, 2 Rue Andre-Pascal, 75775 Paris CEDEX 16, France). Formerly *International Journal of Institutional Management in Higher Education*.

Higher Education Reporter, $47/year, (4 Galaxy Court, Sewell, NJ 08080).

Higher Education Review, $53/year, (Tyrrell Burgess Associates, Ltd., 34 Sandilands, Croydon, CRO 5DB, England).

History of Education Quarterly, $25/year, (School of Education, Indiana University, Bloomington, IN 47405).

History of Higher Education Annual, $10/year, (School of Education and Social Policy, Northwestern University, 4150 Andersen Hall, 2003 Sheridan Road, Evanston, IL).

The Independent Scholar, $6/year, (105 Vincente Road, Berkeley, CA 94705).

Initiatives, $24/year, (1325 18th Street, N.W., Washington, DC 20006). Formerly *Journal of the National Association of Women Deans, Administrators and Counselors*.

Innovative Higher Education, $26/year, (Human Sciences Press, 233 Spring St., NY 10013).

Journal of Academic Librarianship, $47/year, (Business Office, PO Box 8330, Ann Arbor, MI 48107).

Journal of Aesthetic Education, $15/year, (University of Illinois Press, 54 E. Gregory Dr., Box 5081, Station A, Champaign, IL 61820).

Journal of American College Health, $45/year, (4000 Albemarle Street, N.W., Washington, DC 20016).

Journal of American Indian Education, $14/year, (Center for Indian Education, College of Education, Arizona State University, Tempe, AZ 85287-1311).

Journal of Architectural Education, $12/year, (ASCA, 1735 New York Avenue, N.W., Washington, DC 20006).

Journal of Black Studies, $34/year, (Sage Publications, Inc., 275 S. Beverly Drive, Beverly Hills, CA 90212).

Journal of College Admissions, $22/year, (National Association of College Admissions Counselors, 1800 Diagonal Road, Suite 430, Alexandria, VA 22314). Formerly *Journal of the National Association of College Admissions Counselors*.

Journal of College and University Law, $38/year, (National Association of College and University Attorneys, One Dupont Circle, N.W., Suite 620 Washington, DC 20036).

Journal of College Science Teaching, $42/year, (National Science Teachers Association, 1742 Connecticut Avenue, N.W., Washington, DC 20009).

Journal of College Student Development, $15/year, (AACD, 5999 Stevenson Avenue, Alexandria, VA 22304).

Journal of Dental Education, $50/year, (American Association of Dental Schools, 1625 Massachusetts Avenue, N.W., Washington, DC 20036).

Journal of Developmental Education, $17/year, (National Center for Developmental Education, Reich College of Education, Appalachian State University, Boone, NC 28608). Formerly *Journal of Developmental & Remedial Education*.

Journal of Education for Business, $38/year, (Heldref Publications, 4000 Albemarle Street, N.W., Washington, DC 20016) Formerly *Journal of Business Education*.

Journal of Education for Library and Information Science, $50/year, (5623 Palm Aire Dr., Sarasota, FL 34243). Formerly *Journal of Education for Librarianship*.

Journal of Educational Research, $55/year, (Heldref Publications, 4000 Albemarle St., N.W., Washington, DC 20016).

Journal of General Education, $20/year, (Pennsylvania State University Press, 215 Wagner Building, University Park, PA 16802).

Journal of Geography in Higher Education, $95/year, (Carfax Publishing Co., Box 25, Abingdon, Oxfordshire OX14 3UE, England).

Journal of Higher Education, $25/year, (Ohio State University Press, 1050 Carmacak Road, Columbus, OH 43210).

Journal of Legal Education, $30/year, (University of Iowa College of Law, Iowa City, IA 52242).

Journal of Marketing for Higher Education, $24/year, (Haworth Press, 12 West 32nd Street, New York, NY 10001-3813).

Journal of Negro Education, $16/year, (PO Box 311, Howard University, Washington, DC 20059).

Journal of Optometric Education, $15/year, (Association of Schools and Colleges of Optometry, 6110 Executive Blvd., #514, Rockville, MD 20852).

Journal of Research and Development in Education, $25/year, (University of Georgia, Journal of Research and Development in Education, College of Education, Athens, GA 30602).

Journal of Rural Community Psychology, $30/year, (California School of Professional Psychology-Fresno, 1350 M St., Fresno, CA 93721).

Journal of Student Financial Aid, $25/year, (NASFAA, 1920 L St., N.W., Washington, DC 20036).

Journal of Teacher Education, $35/year, (American Association of Colleges for Teacher Education, One Dupont Circle, N.W., Suite 610, Washington, DC 20036).

Journal of Tertiary Educational Administration, $20/year, (P.O. Box 4046, University of Melbourne, Parkville, Victoria 3052, Australia).

Journal of the Society of Research Administrators, $25/year, (500 N. Michigan Avenue, Chicago, IL 60611).

Liberal Education, $30/year, (Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009).

NACADA Journal, $30/year, (National Academic Advising Association, Pennsylvania State University, 212 Grange Bldg., University Park, PA 16802),

NASPA Journal, $25/year, (1700 18th Street, N.W., Washington, DC 20009).

National Forum: Phi Kappa Phi Journal, $10/year, (Honor Society of Phi Kappa Phi, Box 16000, Louisiana State University,

Baton Rouge, LA 70893).

New Directions for Community Colleges, $45/year, (Jossey-Bass, Inc., 350 Sansome Street, San Francisco, CA 94104).

New Directions for Continuing Education, $42/year, (Jossey-Bass, Inc., 350 Sansome Street, San Francisco, CA 94104).

New Directions for Higher Education, $42/year, (Jossey-Bass, Inc., 350 Sansome Street, San Francisco, CA 94104).

New Directions for Institutional Research, $39/year, (Jossey-Bass, Inc., 350 Sansome Street, San Francisco, CA 94104).

New Directions for Program Evaluation, $48/year, (Jossey-Bass, Inc., 350 Sansome Street, San Francisco, CA 94104).

New Directions for Teaching and Learning, $42/year, (Jossey-Bass, Inc., 350 Sansome Street, San Francisco, CA 94104).

New Directions for Testing and Measurement, $39/year, (Jossey-Bass, Inc., 350 Sansome Street, San Francisco, CA 94104).

New Universities Quarterly, $39.50/year, (Basil Blackwell, Ltd., 108 Cowley Road, Oxford OX1 4HB, England).

North Central Association Quarterly, $15/year, (North Central Association of Colleges and Schools, 1540 30th Street, Box 18, Boulder, CO 80306).

OECD Observer, $11/year, (2001 L Street, N.W., Suite 700, Washington, DC 20036).

Paedogogica Historia, $18/year, (Center for the Study of the History of Education, University of Ghent, A. Baertsoenkaai 3, 9000 Ghent, Belgium).

Perspective: The Campus Legal Monthly, $99/year, (2718 Dryden Drive, Madison, WI 53704).

Perspectives in Education and Deafness, $15/year, (Pre-college Programs, Gallaudet University, 800 Florida Ave., N.E., Washington, DC 20002). Formerly *Perspectives for Teachers of the Hearing Impaired*.

Planning for Higher Education, $40/year, (2026M School of Education Building, University of Michigan, Ann Arbor, MI 48109).

Research in Higher Education, $50/year, (Agathon Press, Inc., Fulfillment Department, 49 Sheridan Avenue, Albany, NY 12210).

Review of Educational Research, $23/year, (American Educational Research Association, 1230 17th Street, N.W., Washington, DC 20036).

Review of Higher Education, $40/year, (Association for the Study of Higher Education, Department of Educational Administration, Harrington Education Center, Texas A&M University, College Station, TX 77843).

Science, $65/year, (American Association for the Advancement of Science, 1515 Massachusetts Ave., N.W., Washington, DC 20005).

Sociology of Education, $30/year, (American Sociological Association, 1722 N Street, N.W., Washington, DC 20036).

Studies in Higher Education, £35/year, (Carfax Publishing Co., Box 25 Abingdon, Oxfordshire, OX14 1RW, England).

Teachers College Record, $24/year, (Teachers College, Columbia University, 525 W. 120th Street, New York, NY 10027).

Teaching at a Distance, £18/year, (Longman Group, Ltd., Westgate House, The High Harlow, Essex CM20 1NE, England).

Teaching English in the Two-Year College, $15/year, (NCTE, 1111 Kenyon Road, Urbana, IL 61801).

Teaching of Psychology, $35/year, (Lawrence Erlbaum Associates, Inc., 365 Broadway, Hillsdale, NJ 70642).

Teaching Political Science, $35/year, (Heldref Publications, 4000 Albemarle Road, N.W., Washington, DC 20016).

The Teaching Professor, $29/year, (2718 Dryden Drive, Madison, WI 53791-9618).

Teaching Sociology, $30/year, (American Sociological Association, 1772 N Street, N.W., Washington, DC 20036).

Thought and Action: The NEA Higher Education Journal, $30/year for institutional subscription, (National Education Association, 1201 16th Street, N.W., Washington, DC 20036. Institutional subscription includes *Higher Education Advocate* and *NEA Higher Education Almanac*).

Times (London) Education Supplement, $75/year, (Times Newspapers, Ltd., Priory House, St. Johns Lane, London, England EC1M 4BX).

Tribal College: Journal of American Indian Higher Education, $14/year, (2509 Montgomery Way, Sacramento, CA 95818).

Urban Education, $30/year, (Sage Publications, Inc., 2111 W. Hillcrest Drive., Newbury Park, CA 91320).

Work and Occupations: An International Sociological Journal, $34/year, (Sage Publications, Inc., 2111 W. Hillcrest Dr., Newburg Park, CA 91320).

Writing Instructor, $16/year, (University Church, 4th floor, 817 W. 34th Street, University of Southern California, Los Angeles, 90089-1291).

2. Encyclopedias

American Educators' Encyclopedia, (short articles defining names and terms "frequently found in the literature of professional education") 1982.

Encyclopedia of Education, (the first of its kind since 1911), 1971.

Encyclopedia of Educational Research, (all aspects of educational including higher education. Includes bibliographies, subject index in Vol. 4.). 1982.

International Encyclopedia of Education, (provides an overall view of specific topics in education. Includes bibliographies. Index in Vol. 10.), 1985.

International Encyclopedia of Higher Education, (provides "A comprehensive understanding of postsecondary education as a whole." Includes bibliographies. Covers all national systems of higher education, also material on disciplines and professional education. Index in Vol. 10.), 1977.

The International Encyclopedia of Teaching and Teacher Education, 1987.

3. Indexes and Abstracts

The Chronicle of Higher Education publishes an annual index (August).

The Education Index, periodical index including some books and annuals. Published monthly except July and August, 1929-date.

ERIC Indexes: Resources in Education, and *Current Index to Journals in Education*. The Educational Resources Information Center (ERIC) is a national network of clearinghouses each of which is devoted to a special aspect of education (e.g., Higher Education, Educational Management, Reading and Communications Skills). The clearinghouses collect, abstract, and disseminate educational research reports and documents. (Higher Education Clearinghouse: Educational Resources Information Center (ERIC), Clearinghouse on Higher Education, Suite 630, One Dupont Circle, N.W., Washington, DC 20036). See also, *An Annotated Bibliography of ERIC*

Bibliographies, Joseph Gerald Drazan ed. (Greenwood Press, 1982).

Resources in Education RIE (formerly *Research in Education*) is a monthly index to the ERIC document collections of research reports, conference papers, bibliographies, statistical reports, curriculum guides, etc. Each issue contains document resumes (abstracts) with subject, author, and institution indexes. Cumulative indexes are published semiannually or annually, 1966-date.

Current Index to Journals in Education, CIJE is a monthly index to periodical articles appearing in approximately 700 education and related journals. Each issue contains bibliographic information and brief summaries of the articles with subject, author, and journal contents indexes. Cumulative indexes are published semiannually, 1969-date.

Higher Education Abstracts (formerly *College Student Personnel Abstracts*). "HEA provides an overview of research and theory about college students, faculty, administration, and related topics in higher education." Covers research reports, conference papers and over 300 journals (*Higher Education Abstracts*, Claremont Graduate School, 740 North College Avenue, Claremont, CA 91711.

Index of Majors, 1990-91, College Board, 1991.

Index to Anthologies on Postsecondary Education 1960-1978, Richard H. Quay, ed., 1980.

Research into Higher Education Abstracts, coverage of the United Kingdom and selected coverage overseas. Covers research reports, general interest, articles, theses, and reference works. (Carfax Publishing Co., P.O. Box 25, Abingdon, Oxfordshire, OX14 3UE, England.), 1967-date.

4. Directories

A.A.C.J.C. Annual Guide to Community, Technical, and Junior Colleges: 1989. (American Association of Community and Junior Colleges, 1989).

A.A.C.J.C. Membership Directory: 1989. (American Association of Community and Junior Colleges, 1989).

Accredited Institutions of Postsecondary Education: Programs, Candidates, 1988-1989, Sherry S. Harris, ed., 1989.

Am I Liable? Faculty, Staff, and Institutional Liability in the College and University Setting, (National Association of College and University Attorneys, 1990).

American Community, Technical and Junior Colleges: A Guide, 9th ed., Dale Parnell and Jack Peltason, eds., 1987.

American Universities and Colleges, 13th ed., comp., (American Council on Education, 1987).

American Universities and Colleges: A Dictionary of Name Changes, Alice H. Songe, ed., 1978.

Assessing the Costs of Student Recruitment at Smaller Independent Colleges and Universities, (National Association of College and University Business Officers, 1989).

Barron's Compact Guide to Colleges, (Barron's Educational Series, 1988). "A representative range of distinctive colleges."

Barron's Profiles of American Colleges, (Barron's Educational Series, 1988).

The Black Student's Guide to Colleges, Barry Beckham ed., 1984.

Business Week's Guide to the Best Business Schools, John A Byrne, (McGraw-Hill, 1989).

Chronicle Four-Year College Databook Paul Downes, ed., 1989.

Chronicle Two-Year College Databook, Paul Downes, ed., 1989.

A Classification of Institutions of Higher Education, 1987 (Carnegie Foundation for the Advancement of Teaching, 1987).

College Admissions Data Handbook, 1989-1990, Rebecca Basch and Linnea Meyer, (Orchard House, 1989).

The College Blue Book, 22nd ed. (Macmillan, 1989). Five volumes: Degrees Offered by College and Subject; Narrative Descriptions; Occupational Education; Scholarships, Fellowships, Grants and Loans; Tabular Data.

The College Cost Book, 1990-91, (College Board, 1990).

The College Handbook, 1990-91, (College Board, 1990).

The College Handbook for Transfer Students 1991, (College Board, 1991).

The College Handbook Foreign Student Supplement 1989-1990, (College Board, 1989).

The College Handbook New England 1991, (College Board, 1991).

The College Handbook New York 1991, (College Board, 1991).

Commonwealth Universities Yearbook, 1989.

The Community College Fact Book, (American Council and Education/American Association of Community and Junior Colleges/

Macmillan 1989).

Community Colleges and Students with Disabilities, John Prihoda et al. (American Association of Community and Junior Colleges, 1988).

Community Colleges in the United States: Forty-nine State Systems, Ben E. Fountain and Terrence A. Tollefson, eds., 1989.

Comparative Guide to American Colleges: For Students, Parents and Counselors, James Cass and Max Birnbaum, eds., 1989.

The Comprehensive Guide to Successful Conferences and Meetings: Detailed Instructions and Step-by-Step Checklists, Leonard Nadler and Zeace Nadler, 1988.

The Consortium Directory 1989, (Council for Institutional Leadership, 1989).

Directory of American Scholars: A Biographical Directory, 1982.

Directory of Administrators of Community, Technical and Junior Colleges, Holly Jellison, ed., 1984.

Directory of Athletic Scholarships, (Facts on File Publications, 1987).

Directory of Computing Facilities in Institutions of Higher Education, (University of Texas at Austin in cooperation with Seminars for Academic Computing, 1988).

Directory of Economic Development Programs at State Colleges and Universities (American Association of State Colleges and Universities, 1989).

Directory of Faculty Contracts and Bargaining Agents in Institutions of Higher Education, Vol. 15, Joel M. Douglas, with Beth G. Cohen, eds. (National Center for the Study of Collective Bargaining in Higher Education and the Professions, Bernard Baruch College, New York, January 1989).

Directory of Financial Aid for Women, 1989-1990 (Reference Service Press, 1989).

Directory of Professional Preparation Programs in TESOL in the United States, 1989-1991, Helen Kornblum and Margaret Gilligan, (Teachers of English to Speakers of Other Languages, 1989).

Directory of Selected National Testing Programs, (Oryx Press, 1987).

Directory of Special Programs for Minority Group Members: Career Information Services, Employment Skills Banks, Financial Aid Sources (Garrett Park Press).

Distribution of Federal Funds for Vocational Education to Community, Technical, and Junior Colleges, T. Harry McKinney and Dale A. Davis, eds. (American Association of Community, Junior and Technical Colleges).

Don't Miss Out: The Ambitious Student's Guide to Financial Aid, 1990-91, Robert Leider and Anna Leider, (Octameron, 1990).

The Educator's Desk Reference: A Sourcebook of Educational Information and Research by Melvyn N. Freed, Robert K. Hess, and Joseph M. Ryan (ACE/Macmillan, 1989).

Facilities Management: A Manual For Plant Administration, (Association of Physical Plant Administrators of Universities and Colleges, 1989).

Faculty Guide to Living Abroad, (Office of International Education and Services, University of Iowa, 1986).

Full Disclosure: Do You Really Want to be A Lawyer?, Susan J. Bell, (American Bar Association/Peterson's Guides, 1989).

Get Organized!, Edward B. Fiske and Phyllis Steinbrecher, (Peterson's Guides, 1990).

Graduate Research: A Guide for Students in the Sciences, Robert V. Smith, (Plenum, 1990).

The 1990 Guidance Information System's Guide to Four-Year Colleges, Guidance Information Systems, (Houghton Mifflin, 1989).

Guide to Campus-Business Linkage Programs: Education and Business Prospering Together, Dorothy C. Fenwick et al., eds., 1987.

A Guide to Christian Colleges, (Christian College Coalition, 1984).

Guide to Educational Credit by Examination, Douglas R. Whitney and Andrew G. Malizio, eds., 1987.

Guide to Four-Year Colleges 1989, Andrea E. Lehman ed. (Peterson's Guides, 1989).

A Guide to Postsecondary Educational Opportunities for the Learning Disabled, Dian D. Ridenour and Jane Johnston, eds., 1981.

Guide to Programs in Nursing in Four-Year Colleges and Universities Barbara K. Redman and Linda K. Amos, eds. (American Council on Education, 1987).

Guide to the Evaluation of Educational Experiences in the Armed Forces, 1986.

Handbook for Alumni Administration, Charles H. Webb, ed. (Macmillan, 1989).

Handbook of Minority Student Services, Charles Taylor, ed., (National Minority Campus Chronicle, Inc., 1986).

Handbook on Continuing Higher Education, Quentin H. Gessner, ed. (American Council on Education, 1987).

Handbook on Teaching and Instructional Resources, John J. Gardner, ed. (Association for the Study of Higher Education, 1987).

HEP 1989 Higher Education Directory, Higher Education Publications, 1989. Similar to *Education Directory: Colleges and Universities* (Superintendent of Documents, Government Printing Office, last published in 1981).

Higher Education Directory: 1986-87, (Council for Advancement and Support of Education, 1986).

Higher Education in the United Kingdom, 1989-90: A Handbook for Students and their Advisors, 1989.

Higher Education Opportunities for Minorities and Women: Annotated Selections, 1989.

House Management: A Guide for Greek Chapter Houses, Phyllis W. Parrish and Stephen R. Parrish, (Omega Resources, 1989)

International Handbook of Universities and Other Institutions of Higher Education, (International Association of Universities, 1988).

Legal Issues in Athletics, (National Association of College and University Attorneys, 1989).

Lovejoy's College Guide, Clarence E. Lovejoy, ed., 1989.

NASFAA Encyclopedia of Student Financial Aid, (National Association of Student Financial Aid Officers, 1986).

National College Databank: The College Book of Lists, Kim R. Kaye, ed., (Peterson's Guides, 1989).

National Directory of School-College Partnerships, (American Association for Higher Education, 1987).

National Faculty Directory, 1988.

National Guide to Educational Credit for Training Programs, Sylvia W. Galloway and Henry A. Spille, eds., (Macmillan, 1989).

The Nonprogrammers Guide to Designing Instruction for Microcomputers, Martin Tessmer, David Jonassen, and David C. Caverly. (Libraries Unlimited, 1990).

Operations Handbook for the Small Academic Library, Gerald B. McCabe, 1989.

Peterson's College Money Handbook, 1990, Susan Dilts, et al.,

(Peterson's Guides, 1989).

Peterson's Competitive Colleges, 1989-1990, 1989.

Peterson's Graduate Education Directory 1987, 1988.

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Private Colleges and Universities, John F. Ohles and Shirley M. Ohles, eds., 1982.

Public Colleges and Universities, John F. Ohles and Shirley M. Ohles, eds., 1986.

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Research Institutions and Learned Societies, Joseph C. Kiger, ed., 1982.

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State Postsecondary Education Structures Handbook, Aims C. McGuinness, ed., (Education Commission of the States, 1986).

Study Abroad: The Astute Student's Guide, David Judkins, (Williamson, 1989).

The Taft Directory of Nonprofit Organizations (Taft Group).

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Who's Who Among Scholars in American Community, Technical and Junior Colleges, 1986.

The Winning Edge: A Complete Guide to Intercollegiate Athletic Programs, 1990-1991, Frances Killpatrick and James Killpatrick, (Octameron, 1989).

World List of Universities, (International Association of Universities, 1987).

The World of Learning, 1989, (Gale, 1989).

Yearbook of American Colleges and Universities. George Thomas Kurian ed. (Garland, 1988).

5. Statistical

The Condition of Education 1990, Vol. II, United States Department of Education, (National Center for Education Statistics, 1990).

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1989-1990 Fact Book on Higher Education, Charles J. Andersen, Deborah J. Carter, Andrew G. Malizio, and Boichi San, comps. (ACE/Macmillan, 1989).

Financial Statistics and Ratios series, John Minter, ed. (Institutional Research Reports).

Projections of Educational Statistics, U.S. Department of Education, National Center for Education Statistics.

Standard Education Almanac, Gerald L. Gutek, ed.

State Higher Education Profiles: 1988 U.S. Department of Education, National Center for Education Statistics.

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Affirmative Action and Preferential Admissions in Higher Education: An Annotated Bibliography, Kathryn Swanson, ed., 1981.

Alternative Careers for Ph.D.'s in the Humanities: A Selected Bibliography Christine F. Donaldson and Elizabeth A Flynn, eds. 1982.

The American College Novel: An Annotated Bibliography, John E. Kramer, Jr., ed., 1981.

American Education: A Guide to Information Sources, Richard G. Durmin, ed., 1982.

American Educational History: A Guide to Information Sources, Michael W. Sedlak and Timothy Walch, eds., 1981.

An Annotated and Extended Bibliography of Higher Education Marketing, Karen K. Constantine, ed. (American Marketing Associ-

ation 1986).

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ARBA Guide to Education, Deborah J. Brewer, ed., 1985.

A bibliographic Guide to American Colleges and Universities from Colonial Times to the Present, Mark Beach, ed., 1975—arranged alphabetically by state—(Complements a *Subject Bibliography of the History of American Higher Education*, Mark Beach, ed., 1984).

A Bibliographical Guide to Educational Research, Dorothea M. Berry, ed. 2nd ed., 1980.

A Bibliography of American Educational History Francesco Cordasco and William W. Brickman, eds., 1975.

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Black Access: A Bibliography of Afro-American Bibliographies, Richard Newman, ed., 1984.

Black Higher Education in the United States: A Selected Bibliography on Negro Higher Education and Historically Black Colleges and Universities, Frederick Chambers, ed., 1978.

Characteristics an Needs of Non-Traditional Students: An Annotated Bibliography of Data Based Literature, 1950-1980, Millicent E. Nuver, ed., 1981. ED206 236.

Collective Bargaining in Higher Education and the Professions, Bibliography No. 14, Joel Douglas, Mary Dovovan, and Beth Hillman, comp. (National Center for the Study of Collective Bargaining in Higher Education and the Professions, 1987).

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Comparative Higher Education: Research Trends and Bibliography, Philip G. Altbach, ed., 1979.

Documentation in Education, Arvid J. Burke and Mary A Burke, eds., 1967.

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ed., 1982. ED 216 667.

The Financing of Higher Education: A Bibliographic Handbook, Richard H. Quay and Peter P. Olevnik, eds., 1984.

Guide to the Literature of Education, Michael Humby, ed., (published at the University of London; strong in European sources, 1975).

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Higher Education: Handbook of Theory and Research, 4 Vols., John C. Smart, ed.

Higher Education Bibliography Yearbook, 1988, D. Kent Halstead, ed., (Research Associates of Washington, 1988).

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Higher Education in American Life, 1636-1986: A Bibliography of Dissertations and Theses, Arthur P. Young, comp.

Higher Education Literature: An Annotated Bibliography, Jane N. White and Collins W. Burnett, eds., 1981.

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Higher Education: A Bibliographic Handbook, 2 Vols., D. Kent Halstead, ed., 1981.

International Bibliography of Comparative Education, Philip G. Altback, Gail P. Kelly, and David H. Kelly, eds., 1981.

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Key Resources on Institutional Advancement, A Wesley Rowland, ed., 1987.

Key Resources on Teaching, Learning, Curriculum, and Faculty Development, Robert J. Menges and B. Claude Mathis, eds., 1988.

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Religious Colleges and Universities in America: A Selected Bibliography, Thomas C. Hunt and James C. Carper, eds., 1988.

Religious Seminaries in American: A Selected Bibliography, Thomas C. Hunt and James C. Carper, (Garland, 1989).

Research in Higher Education: A Guide to Source Bibliographies, 2nd ed., Richard H. Quay, ed., 1985.

Research on U.S. Students Abroad: A Bibliography with Abstracts, Henry D. Weaver, ed. (Council on International Educational Exchange, 1989).

A Resource Guide on Blacks in Higher Education, (National Association for Equal Opportunity in Higher Education, 1989).

Resources for Affirmative Action: An Annotated Director of Books, Periodicals, Films, Training Aids, and Consultants on Equal Opportunity, Joan B. Cannon and Ed Smith, eds., 1982.

Sociology of Education: A Guide to Information Sources, Francesco Cordasco and David N. Alloway, eds., 1979.

The Source Book for Higher Education, Warren W. Willingham, ed., 1973.

Women in Community Colleges, "Sources and Information: Women in the Community College," Judith S. Eaton, ed., 1981.

State Boards of Higher Education: A Bibliography, Richard H. Quay, ed., 1980.

A Subject Bibliography of the History of American Higher Education, Mark Beach, ed., 1984. (Complements *A Bibliographic Guide to American Colleges and Universities from Colonial Times to the Present*, Mark Beach, ed., 1975).

U. S. Higher Education: A Guide to Information Sources, Franklin Parker and Betty June Parker, eds., 1980.

Women's Education—A World View: Annotated Bibliography of Books and Reports, Franklin Parker and Better J. Parker eds., 1981.

Women's Education in the United States: A Guide to Information Sources, Kay S. Wilkens, ed., 1979.

The World's Students in the United States: A Review and Evaluation of Research on Foreign Students, Seth Spaulding and Michael J. Flack, eds., 1976.

7. Funding Sources

Administering Grants, Contracts, and Funds: Evaluating and Improving Your Grants System, David G. Bauer and Mary L. Otto, eds.

America's Hidden Philanthropic Wealth, (details on smaller foundations with potential for significant growth).

Annual Register of Grant Support, (arranged by subject categories subdivided by discipline).

Awards, Honors, Prizes, (details of over 5,200 awards and prizes. Excluded are fellowships and scholarships, local and regional awards), Paul Wasserman, ed.

College Loans from Uncle Sam: The Borrower's Guide That Explains It All, 1990-91, (University of Nebraska Press, 1990).

Complete Grants Sourcebook for Higher Education, 1985.

Complete Grants Sourcebook for Nursing and Health, 1986.

Corporate 500: The Directory of Corporate Philanthropy, 1987.

Corporate Foundation Profiles, 1988.

Corporate and Foundation Giving to Community Colleges, G. Jeremiah Ryan, ed.

Directory of Biomedical and Health Care Grants, 1989-90, 1989.

Directory of Grants in the Humanities, 1990-91, 1990 (Oryx Press, AZ)

Directory of Grants in the Humanities 1988, 1988.

Directory of Grants in the Physical Sciences, 1987.

Directory of Research Grants, (descriptions of more than 2,000 programs), 1989, 1988.

Financial Resources for International Study: A Definitive Guide to Organizations Offering Awards for Overseas Study, Peterson's Guides, (Princeton, NJ).

The Foundation Directory, (describes 2,500 foundations), 1989.

Foundation Fundamentals: A Guide for Grantseekers, 1986.

Foundation Grants Index, 1989, (cumulates grants in *Foundation News*.

Foundation Grants to Individuals, (The Foundation Center, 1988).

Funding for Anthropological Research, 1986.

Funding for U.S. Study: A Guide for Foreign Nationals, (Institute of International Education Books).

Grants and Fellowships of Interest to Historians, (American Historical Association), 1989.

The Grants Register, 1989-1991.

Guide to Federal Grants, 1985.

The "How To" Grants Manual: Successful Techniques for Obtaining Private and Public Grants, (American Council on Education, 1988).

International Foundation Directory, 1983.

Lively Arts Information Directory, 1985.

Matching Gift Details, (Council for the Advancement and Support for Education, 1988).

National Data Book of Foundations: A Comprehensive Guide to Grantmaking Foundations, (The Foundation Center, 1989).

National Directory of Arts Support by Private Foundations.

New York State Foundations: A Comprehensive Directory, 1988.

Scholarships, Fellowships, and Grants, for Programs Abroad: A Handbook of Awards for U.S. Nationals for Study or Research Abroad, (American Collegiate Service, Houston, 1989).

Taft Foundation Reporter: Comprehensive Profiles and Analyses of Major American Private Foundations, 1985.

Fellowship Sources for Higher Education Faculty

This is a selected, annotated list of fellowship and grant sources that offer significant numbers of awards. Details and deadlines vary each year. Please contact the granting organizations for information on the current year's competition. A list of resources on funding may be found in the Higher Education Journals, Reference Aids section of this *Almanac*.

Edward F. Albee Foundation, Inc.: *William Flanagan Memorial Creative Persons Center Residencies*. Better known as "the Barn," the Flanagan Center is a residence for writers (including playwrights, fiction and nonfiction writers and poets), painters, sculptors, and composers. Duration of residency: one month. (Contact: Edward F. Albee Foundation, Inc., 14 Harrison Street, New York, NY 10013)

Alcohol, Drug Abuse and Mental Health Administration: Awards to encourage qualified physicians, clinical psychologists, social workers, or nurses to pursue careers in alcohol, drug abuse, and mental health research. Candidates must be citizens or permanent residents and must have at least two years of clinical training or experience at the postdoctoral level by the time the award is made. Duration: three years, not renewable. (Contact: National Clearinghouse for Alcohol and Drug information, P.O. Box 2345, 6000 Executive Blvd., Suite 402, Rockville, MD 20852 (for alcohol abuse and alcoholism); Grants Management Officer, National Institute on Drug Abuse, Room 10-25, 5600 Fishers Lane, Parklawn, Rm. 10-104, Rockville, MD 20857 (for drug abuse); or Grants Awards and Operations Section, Grants Management Branch, National Institute of Mental Health, Room 7C-05, 5600 Fishers Lane, Parklawn, Rm. 10-104, Rockville, MD 20857 (for mental health)

American Academy in Rome: Programs in the arts, classical, and historical studies. (Contact: American Academy in Rome, 41

East 65th Street, New York, NY 10021)

American Antiquarian Society: Maintains a major research library in American history and culture through 1876. The library's resources are available for research through various in-residence visiting research fellowships. (Contact: A.A.S., 185 Salisbury Street, Worcester, MA 01609)

American Association of University Women: *Postdoctoral fellowships*—for women to conduct research in any field. Stipend ranges from $20,000 to $25,000. *Dissertation fellowships*—must have completed all doctoral requirements except the dissertation defense by November 15, 1990. Stipend: $12,500. *Focus professions*—support for minority women students in final year of graduate study in law, medicine, business. *Science/technology fellowships*—for final year of a master's degree in architecture, computer information, science, engineering and mathematics/statistics. *Dissertation fellowships*— for doctoral candidates in engineering. Stipend ranges from $5,000 to $9,500. (Contact: A.A.U.W. Education Foundation Programs, 1111 16th St. N.W., Washington, DC 20036)

American Association for the Advancement of Science: *Science and National Security Fellowships*—available to outstanding postdoctoral to mid-career scientists, engineers, and other appropriate scholars and professionals with some experience with arms control and national security issues. Fellows spend one year working in appropriate executive agencies of the federal government, congressional committees, or support agencies in Washington, DC (Contact: Dr. Elizabeth J. Kirk, Senior Program Associate, A.A.A.S., 1333 H Street, N.W., Washington, DC 20005)

American Council of Learned Societies: *Fellowships for full-time research*—by scholars in the humanities or humanistic social sciences. Tenure: six months to one year. Stipend: maximum of $15,000; *Fellowships for recent recipients of the Ph.D.* reserved for scholars who received their Ph.D. within the past three years. Stipend: $10,000 maximum. *Grants-in-aid*—assists scholars with the expenses of specific programs of research in progress. Stipend: $3,000 maximum. *Grants for travel to international meetings abroad*—awarded to scholars in the humanities and humanities-related disciplines to participate in international scholarly meetings. *Grants for Chinese studies. Grants for East European studies*—for social scientific or humanistic research relating to Albania, Bulgaria, Czechoslovakia, the German Democratic Republic, Hun-

gary, Poland, Romania, and Yugoslavia. Stipend: $25,000 maximum. (Contact: Office of Fellowships and Grants, A.C.L.S., 228 East 45th Street, New York, NY 10017-3398)

American Council on Education: Established in 1965, the *Fellows Program*identifies and trains future administrators in higher education. Application deadline: November 1. (Contact: Madeleine F. Green, Vice President and Director, Center for Leadership Development, A.C.E., One Dupont Circle, N.W., Washington, DC 20036)

American Historical Association: *James Franklin Jameson Fellowship*—offered to support research in American history in the collections of the Library of Congress by young historians. Stipend: $10,000. *Albert Beveridge Grants for Research in Western Hemisphere History*—supports ongoing research. Stipend: Not to exceed $1,000. *Fellowship in Aerospace History*—fellows spend six months to one year in the History Office of the National Aeronautics and Space Administration, in pursuit of a proposed research project. Stipend: $25,000. *Littleton-Griswold Grants*—for research in American legal history and the field of law and society. Stipend: $1,000. *Michael Kraus Research Grant in History*—supports research on American colonial history. Stipend: $800. *Bernadotte Schmitt Grants*—supports research in the history of Europe, Africa, or Asia. Stipend: $1,000. (Contact: A.H.A., 400 A Street, S.E., Washington, DC 20003)

American Institute of Indian Studies: *Fellowship Programs*—awards for research on India. (Contact: A.I.I.S., University of Chicago, 1130 E. 59th Street, Chicago, IL 60637)

American Philosophical Society: *Research Grants*—all Fields, open to doctorate holders. Stipend: $4,000 Maximum; $3,000—full professors. (Contact: Committee on Research, A.P.S., 104 South Fifth Street, Philadelphia, PA 19106-3387)

American Political Science Association: *Congressional Fellowship Program*—provides opportunities for young and mid-career political scientists to learn more about the legislative process by working as congressional aides for nine months. Condition: Receipt of Ph.D. within last 15 years, or near completion. Stipend: $20,000 plus travel expenses. (Contact: Kay Sterling, Administrative Director, *Congressional Fellowship Program*, A.P.S.A., 1527 New Hampshire Avenue, N.W. Washington, DC 20036)

American Scandinavian Foundation: *Fellowships and Grants*—encourages advanced study and research in the Scandi-

navian countries, including Iceland. *Grants*—normally $2,000, are considered suitable for those who plan a program in Scandinavia of a few weeks or months. *Fellowships*—normally $8,000, are typically for doctoral candidates for an extended period of time. (Contact: Exchange Division, A.S.F., 127 East 73rd Street, New York, NY 10021)

American Schools of Oriental Research: *Fellowships*—various programs for both senior and junior scholars to pursue research in the Middle East. (Contact: ASOR, Attn: *Fellowships*, 711 W. 40th St., Suite 354, Baltimore, MD 12111)

Association of American Colleges: *National Fellows Program*—enables faculty and administrators to work as professional staff members in AAC's national office. (Contact: Carol Schneider, A.A.C., 1818 R Street, Washington, DC 20009)

British Institute: *Fellowships in the Humanities*—awards related to the study of British life. (Contact: B.I. Fellowships, Suite 400, 1333 New Hampshire Avenue, N.W., Washington, DC 20036)

John Carter Brown Library: *Fellowships*—various programs for scholars engaged in research appropriate to the resources of the library. The collection includes primary materials relating to all aspects of the discovery, exploration, and settlement of the New World. (Contact: Director, EXIT, Brown University, Box 1894, Providence, RI 02912)

Mary Ingraham Bunting Institute: *Academic year and summer fellowships*—for women scholars. (Contact: M.I.B.I., Radcliffe College, 34 Concord Avenue, Cambridge, MA 02138)

Business and Professional Women's Foundation: *Fellowships*—various programs for contemporary and historical research on economic issues of importance to today's working woman. (Contact: B.P.W.F., 2012 Massachusetts Ave., Washington, DC 20036)

Center for Advanced Studies in the Behavioral Sciences: *Postdoctoral Fellowships*—up to 50 residential fellowships annually to scholars showing exceptional accomplishment or promise in their respective fields. Candidates are nominated by former Fellows or by senior scholars. (Contact: C.A.S.B.S., 202 Junipero Serra Blvd., Stanford, CA 94305)

Center for Field Research: *Field research projects*—up to 140 of the most significant field research projects worldwide in all appropriate disciplines. Field research includes any research in the

sciences and humanities that directly addresses primary sources: natural, artifactual, or archival. Projects must usefully involve in field assignments lay volunteer members, usually 20 to 40 volunteers, with 6 to 10 volunteers each on 3 to 5 sequential teams, of the Earthwatch Research Corps. Support is principally committed to advanced postdoctoral scholarship, but portions are reserved for affirmative action, as well as excellent projects by younger postdoctoral scholars and, in special cases, graduate students. Project grants range from $18,000 to $150,000. (Contact: C.F.R., 680 Mt. Auburn St., P.O. Box 403E, Watertown, MA 02272)

The Center for Hellenic Studies: *In-Residence Junior Fellowships*—provides fellows with the opportunity for study and research on ancient Greek literature, language, history, philosophy, or religion utilizing the Center's classics library. Ph.D. required and some published work. Stipend: $15,000 maximum. Application deadline is November 1. (Contact: C.H.S., 3100 Whitehaven Street, N.W., Washington, DC 20008)

The Center for Theoretical Studies: *Postdoctoral Residents*—for recent doctoral graduates with interests and expertise in theoretical aspects of the physical sciences or the history and philosophy of science. Positions in residence at the University of Miami are generally tendered for a period of one year and may be renewed. Residents are free to pursue their own work and will have the opportunity to interact with Fellows of the Center, senior scientists of great distinction. (Contact: C.T.S., University of Miami, P.O. Box 249055, Coral Gables, FL 33124)

Columbia Society of Fellows in the Humanities: *Fellowships*—designed to enhance the role of the humanities by exploring and clarifying the interrelationships within the humanities, as well as their relationship to the natural sciences and the professions. *Postdoctoral fellowships*—for scholars who received the doctorate within the past two years. Fellows teach in the undergraduate program in general education. Stipend: $28,500 (Contact: Director, S.F.H., Heyman Center for the Humanities, Box 100, Central Mail Room, Columbia University, New York, NY 10027)

Committee on Scholarly Communication with the People's Republic of China: *Fellowship/Support*—for advanced graduate students, postdoctoral scholars, and senior scholars, in the social sciences and humanities to undertake long term study and research, or short term exploratory visits at Chinese universities and research institutes. Also supports scholars who present research

results at conferences in China. (Contact: CSCPRC, National Academy of Sciences, 2101 Constitution Avenue, N.W., Washington, DC 20418)

Cooperative Institute for Research in Environmental Sciences: *One-year visiting fellowships*—to scientists with research interests in atmospheric chemistry, atmospheric and climate dynamics, environmental chemistry and biology, environmental measurements and instrumentation, remote sensing, and global change. *Awards*—may be made to senior scientists, including those on sabbatical leave, or to recent Ph.D. recipients. Stipend: averages $26,500 for 12 months. (Contact: Prof. Robert Sievers, Director, CIRES, *Visiting Fellow Program*, Campus Box 216, University of Colorado, Boulder, CO 80309)

Council for International Exchange of Scholars: *Fulbright Scholar Program*—university lecturing and research awards for postdoctoral scholars in all fields. Opportunities vary for each country. (Contact: C.I.E.S., 3007 Tilden St. N.W., Suite 5M, Washington, DC 20008-3009)

Council on Library Resources: *General Program*—sponsors a wide-ranging program of research and analysis concerning all aspects of library operations. As an operating foundation, the Council both manages its own programs and grants funds to others—academic institutions, organizations, and individuals. *Cooperative Research Program*—for research projects proposed jointly by librarians and faculty members in library science or, when appropriate, other pertinent disciplines. Stipend: $4,000 maximum. *CLR Fellows Program*—for professional staff members of academic, research, and public libraries who wish to undertake research, conduct analytical studies pertinent to library operations and services or pursue other professional projects of importance. *Academic Library Management Intern Program*—offered biennially, for librarians who have an interest in the administration of large libraries and who wish to improve their management skills with an eye toward professional advancement. (Contact: C.L.R., 1785 Massachusetts Ave., N.W., Suite 313, Washington, DC 20036)

Cushwa Center for the Study of American Catholicism: *Hibernian Research Awards*—for the study of the Irish in the U.S. Stipend: $2,000. *Research Fellowship Program*—research fellows are provided offices in the Cushwa Center and have access to the university library and archives. The Center provides no funding for research fellows. *Research Travel Grants*—assists postdoctoral

scholars of American Catholicism who need to use Notre Dame's collections. *Dissertation Fellows*—in the History of U.S. Hispanic Catholics. Stipend: $11,000. To be offered in 1991-1992. (Contact: C.C.S.A.C., Room 614, Hesburgh Library, University of Notre Dame, Notre Dame, IN 46556)

Lady Davis Fellowship Trust: *Postdoctoral* and *Fellowships*—for study, research, or teaching. *Postdoctoral Awards* tenable at the Hebrew University of Jerusalem and the Technion-Israel Institute of Technology, Haifa for the academic year. *Fellowships* are for a period of one or two years and may be extended. (Contact: L.D.F.T., P.O. Box 1255, Jerusalem, Israel)

Shelby Cullom Davis Center for Historical Studies: *Fellowships*—for scholars to pursue research and attend the Seminar of the Davis Center. Eligible applicants are younger scholars who have finished their dissertations and have a full-time position to which they can return; and senior scholars with established reputations. (Contact: S.C.D.C.H.S., Princeton University, 129 Dickenson Hall, Princeton, NJ 08544)

Dumbarton Oaks: *Fellowships*—residential fellowships in Byzantine studies, including related aspects of late Roman, early Christian, Western Medieval, Slavic, and Near Eastern studies; Pre-Columbian studies; and studies in landscape architecture. Project support also available in these areas. (Contact: Assistant Director, Dumbarton Oaks, 1703 32nd Street, N.W., Washington, DC 20007)

Earhart Foundation: *Fellowship Research Grants*—for advanced postdoctoral research in the social sciences or history. Proposals should advance knowledge through teaching, lecturing, and publication. Stipend: up to $20,000. (Contact: E.F., Plymouth Building, Suite 204, 2929 Plymouth Road, Ann Arbor, MI 48105)

East-West Center: *Fellowships*, *Internships*, and *Scholarships*—for graduate students at the University of Hawaii. E.W.C. was established to promote better relations and understanding among the people of Asia, the Pacific and the U.S. through collaborative endeavors on common problems. The Center provides study, training, and research opportunities related to its institutes and programs. (Contact: Award Services Officer, E.W.C., Burns Hall 2066, 1777 East-West Road, Honolulu, HI 96848)

Educational Testing Service: *Postdoctoral Fellowship Program*—one-year awards for research in: psychometrics, cognitive psychology, educational psychology, statistics, higher education,

technology, occupational/vocational testing, minority issues, testing issues, or policy studies. Stipend: $27,000. (Contact: Margaret B. Lamb, E.T.S., Mail Stop 30-B, Princeton, NJ 08541)

Eppley Foundation for Research, Inc.: *Grants*—supports postdoctoral research in advanced scientific subjects. Ordinarily the grants are for one year only. Stipend: averages $10,000 to $15,000 through recognized charitable or educational institutions. (Contact: Huyler C. Held, Secretary, E.F.R., 575 Lexington Avenue, New York, NY 10022)

Ford Foundation Postdoctoral Fellowships for Minorities: *Postdoctoral Fellowships*—awarded to U.S. citizens or nationals who are members of the following minority groups: Native American Indian/Alaska Native (Eskimo and Aleut), Black American, Mexican American/Chicano, Native Pacific Islander (Micronesian and Polynesian), and Puerto Rican. Awards are made to Ph.D. or ScD. holders in the behavioral and social sciences, humanities, engineering, mathematics physical sciences, and biological sciences, or for interdisciplinary programs comprised of two or more eligible disciplines. Stipend: $25,000. (Contact: The Fellowship Office, GR 420A, National Research Council, 2101 Constitution Avenue, Washington, DC 20418)

Fund for the Improvement of Postsecondary Education: *The Comprehensive Program*—proposals aimed at encouraging the reform, innovation, and improvement of postsecondary education and providing equal educational opportunity for all. Areas of interest include, but are not limited to curricular reform, teacher education reform, graduate and professional education, faculty, staff and organizational development, education for a changing economy, and uses and implications of the new technologies. (Contact: FIPSE, 7th and D Streets, S.W., Washington, DC 20202)

German Academic Exchange Service: Study Visits for Faculty—projects of up to three months' duration for those holding the Ph.D. for more than two years. Stipend: a monthly maintenance allowance and travel inside Germany. *Short-term Research*—for Ph.D. candidates and recent Ph.D.'s: Maximum age: 32 years. Knowledge of German. Stipend: monthly maintenance allowance. (Contact: G.A.E.S., 535 Fifth Avenue, New York, NY 10017)

German Marshall Fund of the United States: *Research Fellowships*—projects that seek to improve the understanding of significant contemporary economic, political, and social developments involving the United States and Europe. Duration: three

months to a year. Stipend: maximum of $28,000 per year plus $2,000 travel. *Short-term Awards*—for U.S.-European Travel. Grants to support transatlantic travel to present a paper or fill a scheduled role as discussant at a conference. (Contact: G.M.F., 11 Dupont Circle, N.W., Washington, DC 20036)

Gerontological Society of America: *Postdoctoral Technical Assistance Program*—matches academic gerontologists and agencies serving the elderly that need technical assistance. Duration: three months (summer). Stipend: $6,500. (Contact: Program Director, GSA, 1275 K Street, N.W., Suite 350, Washington, DC 20005)

William T. Grant Foundation: *Research Grants*—to improve children's mental health, defined broadly. Supports research in any medical or social-behavioral scientific discipline on the development of school-age children, adolescents, and youth. *Faculty Scholars Program*—to support young investigators in a variety of disciplines who early in their careers make a commitment to improving the lives of children by undertaking a program of research to understand the causes and consequences of factors which compromise children's and youth's healthy development. Nominations, by institutions, of faculty in first rank of appointment. Stipend: to applicant's institution of up to $35,000 per year for five years. (Contact: Robert J. Haggerty, M.D., President, William T. Grant Foundation, 515 Madison Avenue, New York, NY 10022-5403)

John Simon Guggenheim Foundation: *Fellowships*—assists scholars and artists engaging in research in any field of knowledge and creation in any of the arts. Successful candidates ordinarily will have demonstrated exceptional capacity for productive scholarship or exceptional creative ability in the arts. (Contact: J.S.G.F., 90 Park Avenue, New York, NY 10016)

Hagley Museum and Library: *Research Fellowships*—for study at Hagley's Center for the History of Business, Technology, and Society. Stipend: $27,5000 maximum. *Grants-in-Aid*—for short-term research in the imprint, manuscript, pictorial, and artifact collections of the Hagley Museum and Library. Stipend: up to $1000 per month. (Contact: Dr. Patrick B. Nolan, Executive Administrator, Center for the History of Business, Technology, and Society, H.M.L., Box 3630, Wilmington, DE 19807)

Harvard Divinity School Women's Studies in Religion Program: *Residency Fellowships*—for scholars who provide or show promise of providing leadership in the study of the history and function of gender in the interaction between religious systems of

belief and cultural patterns defining the social roles, status, and image of the female. (Contact: Constance H. Buchanan, Associate Dean, H.D.S., 45 Francis Avenue, Cambridge, MA 02138)

Johns Hopkins Program in Atlantic History, Culture and Society: *Fellowships*—interdisciplinary approaches to the history and culture of the Atlantic coast, Africa, Luso-Spanish America, and the Caribbean. *Visiting Fellowships*—available, non-stipendary. (Contact: Richard L. Kagan, Director, Program in Atlantic History, Culture and Society, J.H.U., Baltimore, MD 21218)

George A. and Eliza Gardner Howard Foundation: *Eight One-year Fellowships*—for scholars engaged in full-time independent research projects rotate the fields of creative writing, literary criticism, comparative literature, language and literature, history, anthropology, political science, sociology, classical and archaeological studies, history of science, philosophy, religious studies, art, history and fine arts (including painting, sculpture, musicology, music composition, photography and film). Applicants should be in the middle stages of their careers and be eligible for sabbatical or other leave from their institutions. Application is through institutional nomination (two nominees per institution). Stipend: $18,000. (Contact: Donald G. Rohr, Administrative Director, Howard Foundation, Box 1867, Brown University, Providence, RI 02912)

Alexander von Humboldt Foundation: *Humboldt Fellowships*—research projects in the Federal Republic of Germany and West Berlin conducted by highly qualified foreign scholars up to 40 years old. Stipend: 2,700 to 3,500 DM per month. *Research Awards*—to distinguished U.S. scientists, including engineering and medicine and humanities scholars of all nations. (Contact: A.v.H.F., Jean Paul-Strasse 12, D5300, Bonn 2, FRG))

Institute for Advanced Study: *Appointments*—members who wish to pursue independent work in residence (from one term to two years) at one of its four schools: Mathematics, Natural Sciences, Historical Studies, and Social Sciences. Senior scholars of well-established reputation are balanced against younger applicants who have promise but fewer publications. Applicants whose research falls within the interests of one or more regular Institute faculty are preferred. About half the members receive support from the Institute: the other half are supported by their own institutions or outside grants. (Contact: I.A.S., Olden Lane, Princeton, NJ 08540)

Institute for Educational Leadership: *Educational Policy Fellowships*—a one-year professional development program in pub-

lic policy for mid-career professionals from educational agencies and related organizations. Fellows remain in their full-time positions and are financially supported by their employing agencies. (Contact: Mara Ueland, *Education Policy Fellowship Program*, 1001 Connecticut Avenue, N.W., Washington, DC 20036)

Institute for European History: *Fellowships*—to promote research on the reformation and the history of Europe from the 16th century to the present. The Institute annually awards twenty fellowships to young historians from Europe and abroad. Fellows reside in Mainz, Germany. Candidates must have a thorough command of German and be either at the advanced stages of their dissertation or already in possession of their doctorate. Duration: six months to a year. Stipend: between $700 and $900 a month. (Contact: Professor Karl Otmar Freiherr von Aretin, Direktor der Abteilung Universalgeschichte, and Professor Peter Manns, Direktor der Abteilung Religionsgeschicht, both at: D-6500 Mainz, Alte Universitatsstrasse 19, West Germany)

International Research and Exchanges Board: *Exchanges and Fellowships*—various programs for research on the Soviet Union and Eastern Europe, and for exchanges with those nations. (Contact: International Research Exchanges Board, 655 Third Avenue, New York, NY 10017)

Japan Foundation Fellowship Program: *Professional Fellowship*—for scholars or professionals with substantial experience who wish to conduct research in Japan. Research must be substantially related to Japan and within the social sciences and humanities. *Dissertation Fellowship*—for doctoral candidates in the humanities and social sciences who wish to conduct dissertation research in Japan. Must have completed all requirements for Ph.D. except doctoral dissertation and be proficient in Japanese. Dissertation topic must be substantially related to Japan. (Contact: Japan Foundation, 142 W. 57th St., New York, NY 10119)

Joint Center for Political Studies: *Distinguished Scholars Program*—fellowships for outstanding scholars and public policy analysts to conduct research on issues of importance to Black Americans. Up to one year in residence at the Joint Center for Political Studies. (Contact: JCPS, 1301 Pennsylvania Avenue, N.W., Washington, DC 20004)

The W.K. Kellogg Foundation: *National Fellows Program*—a three-year program designed for individuals in the early years of their professional careers. The program assists future leaders in

developing skills and competencies that transcend traditional disciplinary and professional methods of addressing problems. To this end, the program provides experiences that equip participants to address social issues in agriculture, education, and health. Fellows are expected to spend about one-fourth of their time on Fellowship-related activities including a self-designed learning plan for personal and professional improvement as well as group seminars. Grant: up to $35,000 plus 12.5 percent of the Fellow's annual salary reimbursed to qualifying employers. (Contact: *National Fellowship Program*, W.K. Kellogg Foundation, 400 North Avenue, Battle Creek, MI 49017)

Memorial Foundation for Jewish Culture: *Scholarly, literary, or art*—projects in a field of Jewish specialization. Stipend: $1,000 to $4,000 per academic year; renewable. (Contact: Dr. Jerry Hochbaum, Executive Vice President, M.F.J.C., 15 E. 26th Street, Room 1901, New York, NY 10010)

Metropolitan Museum of Art: *Chester Dale Fellowships*—for scholars under age 40 whose fields are related to the fine arts of the western world. *Andrew W. Mellon Fellowships*—for promising young scholars with research projects related to the Museum's collections, as well as for distinguished American and foreign visiting scholars who can serve as teachers and advisers and make their expertise available to catalog and refine the collections. *J. Clawson Mills Scholarships*—one-year research projects in any branch of the fine arts related to the Museum. Generally reserved for mature scholars of demonstrated ability. (Contact: Fellowship Program, Office of Academic Programs, M.M.O.A., Fifth Avenue and 82nd Street, New York, NY 10028)

National Academy of Education: *Postdoctoral Fellowship Program*—for recent recipients of the doctorate doing research on issues relevant to the improvement of education in all of its forms. (Contact: Debbie Leong-Childs, N.A.E., Stanford University, School of Education, CERAS-507G, Stanford, CA 94305-3084)

National Council of Teachers of English: *Grants*—for research on the teaching and learning of English and the language arts. (Contact: NCTE, 1111 Kenyon Road, Urbana, IL 61801)

National Education Association: *National Foundation for the Improvement of Education*—see "The NEA and Higher Education" section of this NEA Almanac for further information.

National Endowment for the Arts: *Fellowships and International Exchange Programs*—numerous programs. (Contact: Public

Information Office, N.E.A., 1100 Pennsylvania Avenue, N.W., Washington, DC 20506)

National Endowment for the Humanities: *Fellowships for Independent Study and Research*, *Summer Stipends*, and *Travel to Collections*—travel to research collections of libraries, archives, museums, or other repositories. Many programs— request the "Overview" brochure that describes all funding possibilities. (Contact: Public Affairs Office, Room 406, N.E.H., 1100 Pennsylvania Ave., N.W., Washington, DC 20506)

National Geographic Society: *Grants-in-aid*—for basic research in the sciences pertinent to geography. These include anthropology, archaeology, astronomy, biology, botany, ecology, physical and human geography, geology, oceanography, paleontology, and zoology. Grants normally are made only for field research. Stipend: $1,200 to $75,000. Prior to submission of application form, send a brief statement about the project along with the investigator's curriculum vitae and bibliography. Applications may be submitted at any time. (Contact: Edwin W. Snider, Secretary, Committee for Research and Exploration, N.G.S., 17th and M Streets, N.W., Washington, DC 20036)

National Humanities Center: *Fellowships*—to postdoctoral scholars in history, philosophy, languages and literature, classics, religion, history of the arts, and other liberal arts. Also eligible: social scientists, natural scientists, and others whose work has a humanistic dimension. Fellows work at the Center where they have private studies, and library and manuscript typing services. Tenure: mostly for entire academic year; one semester possible. Salary: individually determined. (Contact: *Fellowship Program*, N.H.C., P.O. Box 12256, Research Triangle Park, NC 27709)

National Institutes of Health: *Academic Research Enhancement Award*—funding for feasibility studies, pilot studies, and other small-scale research projects. Stipend: Up to $50,000 in direct costs, plus applicable indirect costs for a period not to exceed 24 months. *Small Grant Awards*—provide research support, specifically limited in time and amount, for activities that would provide a basis for more extended research. Many other programs. (Contact: Office of Grant Inquiries, Room 449, Westwood Building, Division of Research Grants, N.I.H., Bethesda, MD 20892)

National Institute of Justice: *Research and Development*—to improve and strengthen the criminal justice system and related civil justice aspects. *Visiting fellowships*, *Graduate Research Fellowships*,

and *Summer Research Fellowships* are also available. (Contact: National Institute of Justice, P.O. Box 6000, Rockville, MD 20850)

National Research Council: *Resident, Postdoctoral, and Cooperative Research Associateship Awards*—to scientists at the doctoral level for work in one of more than 30 federally sponsored research laboratories in virtually all of the physical and biological sciences. Tenure: normally 12 months for regular Associates and three to 24 months for senior associates. Stipend: $24,500 to $50,000 (Contact: National Research Council, Office of Scientific and Engineering Personnel, 2101 Constitution Avenue, Washington, DC 20418)

National Science Foundation: *Research Visits at Foreign Centers of Excellence*—supports U.S. scientists wishing to conduct research at foreign institutions of excellence. Tenure abroad may range from 3 to 16 months. (Contact: Mr. Henryk Uznanski, Division of International Programs, address below). *Mathematical Sciences Postdoctoral Research Fellowships*—research in pure mathematics, applied mathematics and statistics. Candidates must have held the doctorate for not more than five years, and have not held a previous NSF Postdoctoral Fellowship. Duration: Two academic years and six summer months. Stipend: about $55,000. (Contact: Mathematical Sciences Postdoctoral Research Fellowships, Mathematical Sciences Section, address below). *NATO Postdoctoral Fellowships in Science*—study and research at institutions outside the U.S. that are members of NATO. Fields covered include mathematical, physical, medical, biological, engineering and social sciences. (Contact: Division of Scientific Personnel Improvement, address below). *Presidential Young Investigator Awards*—cooperative research support from government and industry for promising young science and engineering faculty. Nominations are made by department heads. Stipends: $25,000-$62,500 per year; require industrial matching of NSF funds over $25,000. (Contact: Dr. Fred Oettle, Office of Scientific and Engineering Personnel and Education, address below). *Visiting Professorships for Women*—enables a woman scientist or engineer to undertake advanced research at a host institution. The research must be in a field normally supported by NSF, and may be conducted independently or in collaboration with others. (Contact: Dr. Margrete Klein, Program Director, NSF Visiting Professorships for Women) Many other programs. (N.S.F., 1800 G St. N.W., Washington, DC 20550)

Newberry Library: *Fellowships*—support for exchange programs, research in residence and writing relevant to the Newberry Library collections. The library's holdings include a collection on the

humanities within Western civilization from the late Middle Ages to the early twentieth century. (Contact: Committee on Awards, N.L., 60 West Walton Street, Chicago, IL 60610)

Organization of American States: *Fellowship Program*—for advanced study or research in any field, except the medical sciences, with priority given to the studies, research, and training necessary for the expansion of human productivity. For citizens or permanent residents of OAS countries. (Contact: Department of Fellowships and Training, O.A.S., Washington, DC 20006)

Population Council: *Population Fellowships in the Social Sciences*—fellowships are awarded annually in the field of population studies (including demography and biostatistics) or for study plans in population in combination with a social science discipline. *Graduate Awards*—open to Ph.D. candidates at the dissertation research or writing stage in population sciences. *Postdoctoral Study Awards*—are open to scholars who wish to undertake advanced research and training with population specialization. *Mid-career Study Awards*—are open to scholars with substantial professional experience who wish to undertake a specific plan of training and study to update and strengthen their professional skills. (Contact: Manager, *Fellowship Program*, P.C., One Dag Hammarskjold Plaza, New York, NY 10017)

Research Corporation: *Cottrell College Science Grants*—supports research with undergraduates in non-Ph.D. departments of astronomy, chemistry, and physics. *Research Opportunity Awards*—research by mid-career scientists in Ph.D. astronomy, chemistry, or physics departments to explore new areas of experimental research. *Partners in Science*—research partnerships between high school science teachers and collegiate scientists (chemistry and physics/astronomy) during the summer. *General Foundation Grants*—projects in the natural sciences that may be of special interest to the foundation. (Contact: GRANTS Program Coordinator, R.C. 6840 East Broadway Boulevard, Tucson, AZ 85710)

Resources for the Future: *Gilbert F. White Postdoctoral Resident Fellowship Program*—intended for professionals who conduct investigations of social or public policy issue in natural resources, energy, or the environment. Open to all who have completed the work for a doctorate. Stipend: $27,000, plus $1,000 expenses. *The RFF Small Grants Program*—awards for research related to the environment, natural resources, or energy. Tenure: between two months and two years. Stipend: $30,000 maximum.

(Contact: R.F.F., 1616 P Street, N.W., Washington. DC 20036)

The Rockefeller Foundation: *Fellowships in the Humanities*—for scholars whose research furthers understanding of contemporary social and cultural issues and extends international and intercultural scholarship. Fellowships are offered as residences at host institutions selected for their potential to promote individual scholarship in the humanities. Host institutions include academic departments, area studies, and other interdisciplinary programs, museums, and research libraries. Information about eligibility is available from each host institution. (For a list of host institutions, contact: R.F., address below). *Social Science Research Fellowships in Agriculture or Population Studies*—preference given to young social scientists with interests in international development. Fellows develop and carry out research for two years at developing country universities, and international agricultural research institutions. Stipend: salary of a beginning assistant professor. (Contact: Joseph R. Bookmyer, Manager, Fellowship Office, R.F., 1133 Avenue of the Americas, New York, NY 10036)

School of American Research: *Resident Scholar Fellowship Program*—for advanced (pre- and post-doctoral) studies in anthropology and related fields. Tenure: September 1-May 30. Application deadline: December 1. (Contact: Resident Scholar Program, S.A.R., Box 2188, Santa Fe, NM 87504)

Sigma Xi: The Scientific Research Society: *Grants-in Aid of Research*—research awards are made to individuals in any scientific discipline. Preference is given to applicants in the early stages of their careers. Stipend: ranging from $100 to $1,000. (Contact: Sigma Xi, Committee on *Grants-in-Aid of Research*, PO Box 13975, 99 Alexander Drive, RTP, NC 27709)

Alfred P. Sloan Foundation: *Sloan Research Fellowships*—for basic research in the physical sciences, economics, and interdisciplinary fields including geochemistry, astrophysics, and neuroscience. Nominations may be submitted by senior scientists who are in a position to identify unusually promising younger colleagues. Candidates must be members of the regular faculty. The upper age limit for candidates is 32. Stipend: $25,000. (Contact: Program Administrator, *Sloan Research Fellowships*, A.P.S.F., 630 Fifth Avenue, New York, NY 10011)

Smithsonian Institution: *Fellowships and Grants*—programs including fellowships and grants in the history of mathematics, physical sciences, medicine and the history of science in America.

Many other programs. (Contact: Catherine F. Harris Administrative Officer, Office of Fellowships and Grants, S.I., 955 L'Enfant Plaza, Room 3300, Washington, DC 20560)

Social Science Research Council: *Grants for Advanced International Area and Regional Research*—supports research in one country, and comparative research. Current area programs: Africa, all regions of Asia, Near and Middle East, and Latin America. *MacArthur Foundation Fellowships in International Peace and Security*—intended to foster critical thinking and the testing of established assumptions about peace and security. Postdoctoral scholars from the physical and biological sciences and the social and behavioral sciences are eligible. *Advanced Research Fellowships in Foreign Policy Studies*—supports research on U.S. foreign policy-making processes that takes account of the interplay of political, economic social, and international forces that are believed to influence policy making. *Fellowships and Grants for Research on the Urban Underclass*—supports research on the structure and processes that generate, maintain, and overcome the conditions and consequences of persistent urban poverty in the U.S. Many other programs. (Contact S.S.R.C., Fellowships and Grants, 605 Third Avenue, New York, NY 10158)

The Spencer Foundation: *Programs*—for basic research in education. (Contact: S.F., 900 N. Michigan Ave., Suite 2800, Chicago, IL 60611)

Stanford Humanities Center: *Faculty Fellowships*—for junior and senior scholars to spend a year at the Center. Senior scholars encouraged to arrange additional financial support. (Contact: S.H.C., Mariposa House, Stanford University, Stanford, CA 94305-8630)

The Tinker Foundation: *Institutional Grants Program*— for topics and activities related to Ibero-America, Spain, or Portugal or Antarctica. Priority is given to in the social sciences with particular emphasis on urban and regional studies, pub strategic issues, education, communications, management, and economics. Support is also offered for projects focusing on international relations, natural resource development, the training of specialists at the postgraduate level, and for programs designed to further the education of Spanish- or Portugese-speaking people of the Unite States. Stipends: $5,000 to over $100,000 renewable. (Contact: T.F., 55 East 59th Street, New York, NY 10022)

The Twentieth Century Fund: *Commissioned Research Pro-*

jects—on public policy issues including: U.S. foreign policy; global politics and economics; economics, finance and government regulation; urban affairs and poverty; and communications and information. Stipend: all reasonable costs. The Twentieth Century Fund is a non-profit operating foundation. (Contact: Assistant Director for Research, T.C.F. 41 East 70th Street, New York, NY 10021)

UCLA Institute of American Cultures: *Fellowship Awards*—for both recent Ph.D. recipients and senior scholars for American Indian, Asian American, Chicano, and Afro-American studies. (Contact: I.A.C., UCLA, Los Angeles, CA 90024-1405)

Virginia Center for the Humanities: *Individual and Collaborative Residencies*—to assist scholars and teachers; library, museum, and media professionals; and citizens working in the humanities to interpret modern society and to improve the quality of public discourse. Eligibility: Virginia residents working in any area of the humanities and non-state residents who proposed work on a subject of special relevance to Virginia. Stipends: up to $3,000 per month; residencies available for one month to one semester (Contact: Virginia Foundation for the Humanities, 145 Ednam Drive, Charlottesville, VA 22901)

Weizmann Institute of Science: *Postdoctoral Fellowships*—the Feinberg Graduate School of the Weizmann Institute offers about 20 one-year fellowships per year in all areas of research in which the Weizmann Institute is engaged. The fellowships are open to citizens of all countries. (Contact: Roni Golan, Secretary, Feinberg Graduate School, W.I.S., Box 26, Rehovot 76100, Israel)

Woodrow Wilson International Center for Scholars: *Resi-*
llowships to citizens of all countries. (Contact: Roni Gola, Secretary, Feinberg Graduate School, W.I.S., Box 26, Rehovot 76100, Israel)
dential fellowships—awards 40 residential fellowships for advanced research in the humanities and social sciences. Applicants must hold the doctorate or equivalent. Fellowships are normally for an academic year. In determining stipends, the Center seeks to follow the principle of no gain/no loss in terms of a Fellow's previous salary. However, limited funds make it desirable for most applicants to seek supplemental sources of funding such as sabbatical support or grants from other sources: in no case can the Center's stipend exceed $50,000; the average yearly stipend is approximately $36,000. Travel expenses for Fellows, spouses, and dependent children are provided. (Contact: Fellowships Office, W.I.C., Washington, DC 20560)

Carter Woodson Institute for Afro-American and African Studies at the University of Virginia: *Research in Progress*—for completion of research in progress in the humanities and social sciences on Africa, Africans, and peoples of African descent. Stipend: $12,500 (predoctoral); $25,000 (postdoctoral). (Contact: William E. Jackson, Associate Director for Research, Carter G. Woodson Institute for Afro-American and African Studies, The University of Virginia, 1512 Jefferson Park Avenue, Charlottesville, VA 22903)

NEA and Higher Education

Higher Education Reform: NEA Policy Statements

In higher education, the 1980s have been a time of reform ferment. In 1986, the NEA Executive Committee endorsed the report of an advisory group on reform in higher education. The group reviewed basic NEA policies in light of questions and concerns raised by the reform movement.

These policy statements are considered an elaboration of existing NEA policy resolutions as adopted by the NEA Representative Assembly over the years.

The statements are offered to the academic community for discussion. All members are encouraged to send their comments to the NEA Office of Higher Education, 1201 16th Street, N.W., Washington D.C. 20036.

The NEA Standing Committee on Higher Education has also issued a report on part-time, temporary, and nontenure track faculty appointments. Copies are available from the NEA Office of Higher Education. NEA is also publishing a series of detailed studies and handbooks on several of these and related issues for use on the state and local levels in public relations, political action, and institutional policymaking.

The NEA Executive Committee adopted the statement on "Community College Governance" in 1989. The statement is considered an elaboration of the "Faculty Governance" statement (see pp. 145-155).

1. Academic and Intellectual Freedom and Tenure in Higher Education

The National Education Association affirms that academic and intellectual freedom in institutions of higher education are best protected and promoted by tenure, academic due process, and faculty self-governance. Such protection is enhanced by including—where possible—these items in a collectively bargained contract

enforced by binding arbitration.

NEA is concerned that certain invidious patterns of hiring and retaining academic faculty are undermining tenure. Examples of these patterns and practices include: the widespread and excessive use of part-time faculty, misuse of temporary contracts, renewable term ("rolling") contracts, excessive probationary periods, tenure quotas, and post-tenure review procedures. All of these practices threaten the job security vital to academic and intellectual freedom.

NEA is especially concerned that these practices are often the result, directly or indirectly, of improper governmental intervention. NEA believes that the studies associated with the current attempts to reform higher education, especially at the state level, are to often insensitive to academic and intellectual freedom and tenure. According to the U.S. Supreme Court, academic freedom in institutions of higher education is essential to preserving American democracy. NEA considers intellectual freedom also as a basic right of all citizens, teachers included. In the terms of the 1940 "Statement on Principles of Academic Freedom and Tenure" (endorsed by more than 100 professional and scholarly associations, including the NEA's higher education department in 1950, reaffirmed in 1985):

> Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends on the free search for truth and its free exposition.
>
> Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher and of the student in freedom in learning.

Academic freedom also includes the rights of scholars to publish freely the results of their research, to participate in the governance of the institution, advance in their profession without fear of discrimination and, when necessary, to criticize administrators, trustees, and other public officials without recrimination. College and university faculty and staff should have rights identical to other citizens, including the right to assist colleagues whose academic freedom and professional rights have been violated.

Tenure, academic due process, and faculty self-governance promote stability, continuity, and a scholarly environment on

campus. These conditions are critical to protecting academic and intellectual freedom, and to enhancing higher education's ability to recruit into teaching individuals who might choose a more profitable career elsewhere.

Tenured status is usually earned after a probationary period not to exceed seven years. Practices vary, but most faculty members are awarded tenure only after a rigorous peer evaluation of their teaching, research, and service on specific criteria properly adopted by their programs or department, and general criteria adopted by the faculty of the institution. During the probationary period, untenured faculty members should enjoy the same degree of academic and intellectual freedom as their tenured colleagues, and be made aware of the specific and general criteria to be applied to their evaluation for promotion and tenure. In this system, any attempt to legislate tenure criteria for an entire state would be inappropriate and counterproductive.

Tenure may be defined as the expectation of continuing, indefinite, or permanent appointment in the institution. The courts generally recognize tenure as a right of property, that under the Fourteenth Amendment cannot be alienated from a teacher except by academic due process appropriate to the institution. The courts generally recognize tenure as a right of property, that under the Fourteenth Amendment cannot be alienated from a teacher except by academic due process appropriate to the institution and for just cause. Academic due process is usually a part of a system of faculty self-governance and evaluation that has been established by faculty by-laws, constitutions, and collective bargaining contracts. The courts have generally accepted a judicial form of due process similar in most respects to legal proceedings before a court of law. In such a proceeding the burden is clearly on the administration to prove beyond reasonable doubt that a tenured faculty member should be dismissed or suffer serious sanction for incompetency or other just cause.

Tenure and academic due process—when accompanied by a proper system of faculty self-governance—protect the rights of all faculty members, tenured or untenured. Tenure does not necessarily impose a strict seniority system on a college or university to be followed if financial exigency requires a reduction in the size of the faculty and academic staff, unless the faculty and administration agree to such a system. The tenure system should accommodate affirmative action goals along with the need for academic integrity of programs and departments. Academic appeals and grievance procedures should exist to eliminate capricious and arbitrary decisions, as

faculty members exercise the right to challenge tenure and promotion decisions allegedly based on discrimination.

Today, NEA finds that the excessive use of part-time faculty members undermines academic and intellectual freedom, tenure, and educational quality. These faculty members are obliged frequently to work for substandard compensation, without job security or recourse to grievance procedures, under conditions that often place at risk the value of the education being provided to their students. NEA reaffirms its previous resolution (E-18) "Misuse of Part-time Faculty," while linking this problem to other problems that confront higher education.

NEA also views the excessive use of academic appointments on temporary, nontenure track, and/or multiple long-term contracts as undermining academic and intellectual freedom, tenure, and the quality of our educational institutions. Teachers and scholars who are subjected to lengthy or continuous probationary status are less likely ever to exercise freely their rights as citizens and as teachers.

NEA also sees tenure quotas (arbitrary limits on the percentage of tenured faculty) as having a negative effect on the academic environment of an institution. Tenure quotas, disguised as higher standards for earning tenure, tend to have a debilitating effect on the entire faculty. NEA supports all proper efforts for an institution to seek and maintain academic excellence, but it decries negative decisions on tenure motivated primarily by a desire to retain budgetary "flexibility." Such policies damage the morale of the continuing faculty as surely as they destroy the ideals and aspirations of their victims.

Academic excellence and rejuvenation of the faculty may be enhanced by a variety of means with weakening the tenure system. Faculty development plans designed to encourage professional growth should be encouraged. Institutions may develop, with appropriate faculty participation, early retirement plans. Institutions may implement programs to retrain faculty members to teach in other areas or to fulfill other important roles at their institutions. These options should be implemented only through joint action between the appropriate representative of the faculty, and the governing board.

NEA encourages faculties, administrators, students, and governing boards to work within the current tenure system when confronting the challenges, opportunities, and adversities of this and future decades. To do so will require leadership and creativity throughout all postsecondary educational institutions, by all concerned.

2. Access, Remediation, and Retention in Higher Education

NEA believes that all Americans have a basic right to access to free public education from preschool through graduate school. NEA underscores that "the priceless heritage of free public educational opportunities fro every American must be preserved and strengthened." (Resolution A-2, 69, 85) NEA calls for "access to collegiate programs for all qualified students without regard to age, sex, race, military registration status, or ability to pay." (Resolution B-6, 80, 86)

Public expenditures for education must be considered an investment in the future of this nation. There is not justification for excluding minorities and the disadvantaged from the mainstream of American education. This nation is witnessing the growth of an underclass, trapped in poverty and ignorance, a development contrary to the spirit and soul of democracy. Reversing this growth will require affirmative and aggressive social and educational programs designed to identify and motivate the "at-risk" student and provide them with access and support programs.

To guarantee access to the maximum number of students who could benefit from collegiate instruction and to increase the chances of their fulfilling their academic potential at the collegiate level, NEA adopts the following policies and programs:

1. Partnerships and coordination between K-12 and higher education faculties should be encouraged to facilitate the successful transition of students from the secondary to the collegiate level. Examples of such partnerships should include the development of special programs for "at-risk" students, coordination of curricula, early identification and assessment of students with remedial needs.

2. Educational goals and remediation programs at all higher education institutions should be developed, implemented, and evaluated by appropriate teaching personnel. Remediation should occur in institutions where the problem exists.

3. Adequate and appropriate programs should be provided to insure that all students have an opportunity to acquire the skills necessary to gain admission and succeed in all postsecondary education programs.

4. Remediation programs should enjoy full-funding at the postsecondary level but not be accorded degree-credit status.

5. Remediation programs in higher education should be staffed by regular, full-time faculty, with the appropriate expertise in

remediation and developmental education, who participate fully in institutional governance and enjoy basic benefits accorded to all other faculty members.

6. To emphasize these principles, several points from the statement on "Student Assessment Programs" (p. 126) are repeated herein:

a. Remedial programs should be provided to meet deficiencies identified through assessment programs.

b. NEA supports assessment programs only if they are accompanied by adequate funding for remedial programs.

c. Assessment programs should include methods for linking the remediation of individual students to their completion of degree, certificate, or other appropriate course of study.

d. Assessment programs should be flexible enough to accommodate economic, cultural, and linguistic diversity among students in all institutions of higher education.

7. To increase retention rates, remediation programs in higher education should include adequate academic counseling and other support programs that increase a sense of belonging at the institution for the "at-risk" student.

3. Accreditation in Higher Education

NEA finds it distressing that the various national reports on the state of higher education virtually overlooked the role of accreditation. NEA believes that the accreditation process can be extremely useful in maintaining the integrity of American higher education. NEA, therefore, adopts the following policies and programs:

1. NEA supports regional, state, national, and discipline accrediting bodies that recognize and promote substantial participation of faculty in the entire accrediting process, for example, National Council for Accreditation of Teacher Education.

2. NEA believes that, to protect institutional diversity and autonomy, accrediting agencies should not become a means for imposing standardized curricula, assessment models, or pedagogical methods on higher education institutions.

3. NEA believes that accreditation should be a process whereby programs, facilities, faculty, and administrators are reviewed for the purpose of supporting the learning opportunities of students.

Furthermore, NEA proposes that studies of the accrediting process give special attention to the following issues:

a. student access

b. remediation and retention programs

c. student living conditions
d. class size
e. faculty-student ratio
f. student advisory systems
g. growing dependence on nontenure, part-time faculty
h. status of affirmative action in hiring of faculty and staff
i. faculty compensation and benefits, including pay equity
j. faculty development programs
k. adequate resources for research
l. working conditions for faculty and staff
m. library staff and holdings
n. ratio of administrators to faculty, including action administrators
o. curriculum diversity

4. Curriculum Reform

NEA believes that current efforts at curriculum reform, which involve changes in the shape and nature of the baccalaureate degree, must incorporate standards of excellence and new skills, knowledge, and understanding to help prepare students for the future. No effort at reform can succeed without adequate support for the faculty who have primary responsibility for the curriculum, nor can it succeed unless it addresses the needs of a diverse student population.

In the past two years, more than 80 percent of American colleges have engaged or are engaging in some form of curriculum revision. In the debate over undergraduate education, conflicting goals have emerged. Some goals, including mastery of basic skills, active participation in the learning process, in-depth study, critical thinking, understanding of a discipline's characteristic methods, and a coherent course of study, are consistent with NEA principles. Other goals that are masked in a concern for traditional academic values are in opposition to basic NEA principles of faculty control, equal access to quality education for all students, and multicultural understanding.

Many recent official discussions of the curriculum date its decline to the educational ferment of the late 1960s and 1970s, that is, to the moment when women, Afro-American, Native Americans, and others began to analyze the limitations of the traditional curriculum and to demand the incorporation of their perspectives and experience into the dominant version of knowledge. Any effort at curriculum reform now must accept the positive results of that ferment—a reinvigoration of scholarship and an opening up of the

academy to new kinds of students whose realities forced a new comprehension of the arts and sciences. Tradition—a common body of intellectual reference—must be balanced by innovation.

Given these considerations, NEA endorses and recommends the following policies and procedures:

1. Curricula must express the goals and mission of individual institutions, and address the needs of students and the particular strengths of faculty.
2. In designing the college's curriculum the faculty should take the responsibility to ensure that it is suited to the needs of a multiethnic, multicultural society.
3. Periodic review of the curriculum should take place within institutions under the guidance of faculty representing various disciplines after consultation with students, staff, and administration.
4. Teaching and development of undergraduate curriculum are major parts of the faculty's role. Those faculty involved should be adequately rewarded for these activities.
5. General education courses, which are part of the core curriculum, must not be relegated to exploited junior and/or part-time faculty, or to graduate assistants.
6. Major curriculum revisions at colleges and universities should involve consultation with faculty members at other educational institutions affected by the changes.
7. Any undergraduate curriculum should be flexible enough to allow access for different kinds of students (adult learners, student who must work, part-time students, transfers, and other nontraditional students.)

5. Evaluation of Faculty (proposed statement)

As members of collective bodies and as part of their professional responsibilities, faculty members are often called upon to make formal recommendations on the status of their colleagues in respect to:

1. Initial appointment to the faculty.
2. Reappointment during the untenured or probationary period.
3. Promotion in professorial and salary rank.
4. The award of a tenured or permanent appointment at the institution.

Procedures involving the evaluation of faculty are established and maintained through faculty governance processes, especially

through collective bargaining.

Procedures involving the evaluation of faculty are established and maintained through faculty governance processes, especially through collective bargaining.

Faculty bodies also establish and implement procedures for awarding sabbaticals, research support, and other awards and perquisites. Traditionally, procedures for evaluating the teaching, research, writing, and service of faculty members involve other faculty both within and outside of the institution with appropriate expertise in the discipline. Colleagues, administrators, students, and other appropriate groups constantly evaluate faculty members in numerous ways during their careers. Faculty evaluation systems are designed to encourage faculty members to improve the quality of their teaching, research, and service by suggestions and recommendations based on qualified, expert advice.

Recent attempts to impose periodic post-tenure review systems at some institutions are thinly veiled attempts to undermine .the tenure and due process system. Any system that tends to switch the burden back to tenured faculty members to demonstrate their worthiness should be treated as the first step in undermining their tenure. Faculty development programs are designed to assist faculty members to remedy bona fide deficiencies by providing ways and means to improve their methods, update their knowledge, and replenish their enthusiasm.

Recommendations on the status of colleagues made by faculty bodies, while normally accepted by the administration, are the responsibility of the administration as to the adequacy of the consideration, the propriety and fairness of the procedures, and the ultimate decision emerging from the process. Appeals against decisions arising from these procedures are lodged, therefore, against the administration and not against the faculty body making the recommendation. At some institutions these latter procedures have been replaced in whole or part, and/or are subject to review, by a contractual grievance and arbitration system negotiated by elected representatives of the faculty.

6. Faculty Governance

NEA is alarmed by the serious decline in faculty participation in governance at most institutions over the past decade. Because NEA finds a direct correlation between academic quality and institutional morale, and the degree to which faculty participate in the govern-

ance of their institutions, this decline must be reversed if American colleges and universities are to retain their primacy in the world of education.

As set forth in the *1966 Statement on Government of Colleges and Universities*, faculty members in higher education should have primary responsibility to:

1. Determine the curriculum, subject matter, methods of instruction, and other academic standards and processes.

2. Establish the requirements for earning degrees and certificates, and authorize the administration and governing board to grant same.

3. Exercise, where the faculty deems it appropriate, primary responsibility for determining the status of colleagues, especially appointment, reappointment, and tenure.

4. Establish procedures for awarding promotions, sabbaticals, research support, and other rewards or perquisites.

The administration and the governing board of the colleges and universities should accept the faculty's recommendations in these areas, except in rare cases and for compelling reasons stated in writing. The faculty should have the right to appeal a decision it considers flawed by improper reasons or procedure. (See NEA's statement on "Academic and Intellectual Freedom and Tenure" pp. 110-113.)

NEA recognizes that in this capacity faculty bodies are essentially making collective recommendations to the administration and governing board on academic standards and policy, and on faculty status matters. Such collective responsibility is a regular part of a faculty member's professional duties and should not be construed to constitute managerial or supervisory status, contrary to the U.S. Supreme Court's decision in the *Yeshiva* case (1980).

Through governance procedures, including collective bargaining, faculty members and academic staff should also participate in:

1. Determining policies and procedures governing salary structure, pay increases, and fringe benefit programs.

2. Selecting and evaluating administrators.

3. Reviewing the institution's budget; making recommendations on financial issues with implications for the academic program, in the short- and long-term.

NEA recognizes that faculty and staff participation in institutional government may take many forms. Although certain similarities among colleges exist, there is no one type of governance system appropriate for all. The form of governance adopted should reflect substantially, however, the desires of the faculty and academic staff

as conditioned by state statute. A decision to adopt collective bargaining as a primary or additional method of participating in institutional governance should not be considered a diminution of academic quality or the status of the institution.

NEA affirms that institutional governance is a joint effort among several parties: faculty, academic staff, administrators, and the governing board. This relationship should be based on collegiality and mutual respect. It is understood that collective bargaining is a form of legally mandated collegiality that ensures the integrity of the joint effort.

State and federal government and external agencies should refrain from intervening in the internal governance of institutions of higher education when they are functioning in accordance with state and federal law. Government should recognize that conserving the autonomy of these institutions is essential to protecting academic freedom, the advance of knowledge, and the pursuit of truth.

7. Graduate and Professional Education

NEA believes that our national well-being is dependent upon the expansion of the highest quality research and teaching in our professional and graduate schools and the recruiting and training of scientists, doctors, teachers, engineers, and other professionals. NEA is extremely concerned that the present decline in federal, state, and institutional support for graduate and professional training will have long-term negative consequences for our global position in education and technology.

High-level education for our nation's best minds has a practical and ongoing benefit not only for our country, but for the world. Highly trained scientists and scholars have contributed in untold ways to our economic and social well-being. Breakthroughs in our universities have led to improved health care and a better life for millions. In addition, access to high-level graduate training for many thousands of American students has been instrumental in fueling and maintaining our nation's economic growth and our international competitiveness for several decades.

Currently, graduate and professional education is in trouble:

1. The increased cost of graduate education and the erosion of financial aid means fewer and fewer students are willing or able to undertake it. In particular, minority and economically disadvantaged students are denied access to the professions.

2. Graduate and professional programs, especially in the sciences and engineering, have been unable to attract and retain

women and minority students and faculty.

3. Lack of funding at the institutional, state, and federal levels means that programs do not have laboratory equipment, library holdings or other resources adequate to support high quality programs.

4. Decisions affecting graduate and professional programs are not made by academic personnel as part of a rational planning process. As a result, programs are academically limited, or are distorted by the inappropriate intervention of political or funding agencies.

To ensure excellence in our graduate and professional schools, NEA will pursue the following policies and goals:

1. That economic status should never be a bar to the acquisition of graduate or professional education. The entire public educational system should eventually be free of cost the student. As an interim measure, NEA will support the development and funding of grant and loan programs to guarantee access to all qualified students, particularly women and minorities.

2. That there should be adequate support to upgrade research laboratories and libraries at graduate and professional schools.

3. That adequate enrichment programs for faculty development be provided.

4. That the federal government provide primary support for graduate and professional education.

5. The cooperative programs between graduate and professional schools and the private sector for financial support and cooperative research be encouraged. These programs should be controlled by the faculty to ensure consistency with the goals and missions of the appropriate department.

6. That adequate public support be provided for the continuing assessment of conditions of graduate and professional training, especially in the areas of teacher training.

8. Professional Compensation and the Finances of Higher Education

NEA insists that compensation levels in institutions of higher education, as for K-12 faculty, be sufficient to attract outstanding individuals into teaching, scholarship, research, and service.

NEA is alarmed by the fact that between 1971 and 1985 the salaries of higher education faculty fell by 17 percent compared to

those of other similar professionals, and that this decline has had an adverse and severe impact on the morale of faculty members across the country.

Institutions of higher education, like school districts, compete with the government and private sector for outstanding college graduates and holders of advanced degrees. Several states have made serious efforts to remedy this crisis in compensation, but many other states have been unwilling or unable to begin restoring faculty compensation to competitive levels. Some of these states are currently suffering the loss of outstanding teachers and scholars to private institutions, other states, and business and industry.

NEA is also aware of growing salary differentials among faculty members in various academic disciplines, especially at the four-year college and university levels. Competition for faculty in mathematics, engineering, law, and computer science is especially acute. Although NEA recognizes that each institution feels compelled to compete actively to fill vacant positions with the best possible candidates, it calls on these institutions to recognize that:

1. Clearly stated salary levels and structures, developed at some institutions through collective bargaining contracts, over the long-term will reduce tensions on campus, promote harmony, and improve morale among members of the academic community. These contracts afford stability, consistency, and a controlling influence on salary distribution, along with a mechanism for making adjustments when necessary and appropriate.

2. Faculty salaries in certain disciplines are being driven up by market factors and by shifts in student registrations. As in the past, these factors and student interests may change, leaving anomalies in the patterns of campus salary distribution. Therefore, adjustments in salary levels and structure because of these factors should be made with restraint and with concern for equity and the probability of external changes in the future.

3. Significant salary differential among disciplines and professional groups on a campus will have a negative effect on faculty morale and reduce the pressure for overall salary increases.

The Association also views with alarm data indicating that the salaries of women and minority faculty members continue to lag behind those of white males when all other factors are substantially similar, and that professional groups that are predominantly composed of women, such as librarians and teaching nurses, are underpaid when compared to similarly situated groups of males. NEA calls on the states and institutions to rectify these situations immediately.

NEA is also aware that in higher education, as in public schools, the number of personnel retiring is projected to increase dramatically during the next decade. This loss of personnel will be accompanied by a brief period of enrollment growth in the mid-1990s, thus increasing further the demand for new staff. As in K-12 education, NEA opposes stop-gate measures to fill these vacancies.

NEA especially decries the misuse and exploitation of part-time personnel and other false economies. Every effort should be made to fill higher education positions with full-time, professional appointees with the credentials and experience needed to sustain viable academic programs. Part-time staff may be appointed to give the institution an appropriate level of staffing flexibility, (i.e., to meet last-minute enrollment changes). Part-timers, however, should not be hired by institutions primarily to reduce the size of their regular, full-time faculty or support staff. Although such staffing patterns may reduce personnel costs, they may undercut professional salaries for full-time staff, and may place at risk the quality of academic programs.

NEA joins the Carnegie Commission in urging state legislatures and the federal government to continue to invest in education—at all levels—to maintain the economic and social growth of this nation. To a large extent education has produced and sustained this growth, a fact becoming more apparent each day as science and technology grow more essential to the ability of this nation to compete in the world market. Public funds expended for education, research, and services must be considered an investment in the economic future of this nation.

The gains made in funding higher education should not be undercut by reducing funding automatically and drastically because of real or projected enrollment declines. In fact, it will be necessary to increase expenditures in certain areas. For example, providing access and remediation for more disadvantaged students will require additional funding, as will the acquisition of the talent and equipment necessary to continue scientific and technological research. Undoubtedly, the recruitment of minorities to academic staff positions after graduate training will require funding supplements as their salaries are driven up by market factors. Furthermore, the current impetus for quality in all levels of education will require an increase in per student public expenditure on higher education, although the overall amount expended on higher education in this country may remain constant.

NEA endorses and will work for access to free public education from preschool through graduate school. Current tuition fees are too

high and, at a minimum, should be decreased. Above all, tuition increases should be avoided, since these only decrease enrollments, especially among those segments of the population less able to meet rising costs. Increases in tuition must be accompanied by increasing student aid grants, rather than by increasing the debts of students through loan programs. Increased appropriations at the state and federal levels will be absolutely necessary.

NEA calls on its state affiliates to work to implement these policies in order to ensure that education personnel at all levels and in all types of institutions be afforded levels of compensation befitting them, their role and purpose in our society. Adequate funding for higher education will require a renewed, long-term commitment on the part of state and federal government. Higher education must not be seen as a luxury, as something reserved for the elite in our society, but as the means by which most social, economic, scientific, technological, and even philosophical problems confronting our society may be resolved--now and in the future.

9. Research in Higher Education

Current reform reports on higher education quality have stressed the importance of teaching as a mission of higher education institutions. NEA recognizes and wishes to reaffirm the critical importance of teaching at the postsecondary level. NEA has sufficient policy statements in this area. But it is necessary for the Association to reaffirm the importance of research at institutions of higher education and to assure an adequate flow of research funds to postsecondary institutions through federal, state, and private sources.

NEA has identified a number of problems that need to be addressed:

1. The general decline in funding for higher education has been partially absorbed by deferring the maintenance or purchase of research equipment and failing to maintain first-rate research libraries.

2. A common complaint in institutions where publication is valued highly is that faculty assignments and support are not proportional to administrative expectations and rewards. In particular, job assignments often make little or no provision for research time, and teaching loads remain high even where research is a primary expectation. Likewise, many faculty who are expected to do research receive relatively little support in research funding, library

and computer usage, travel funds, assistants, and released time.

3. There is a practice at research institutions to assert full or partial ownership of the products of research, including inventions, patents, royalties, and even copyrights without consultation with, and agreement of, the faculty member.

4. Increasing pressure for accountability and control from government and industrial sponsors, restrictions on funding sources, and public pressures about controversial research have generated growing threats to the academic freedom of researchers.

To contend with these concerns and to improve NEA's ability to organize in higher education institutions, NEA adopts the following statements as policy.

1. Academic research is of great and fundamental importance to our society. Research funding must be increased at all levels, but especially by the federal government and especially in such woefully underfunded areas as education, social sciences, the humanities, and the arts. Additional funding should be provided to assure adequate Dissemination of research findings, particularly in the area of pedagogy.

2. Academic freedom for researchers must be maintained. The development of human knowledge is of too great importance to make it subservient to the political interests of government or the economic interest of industry. Only the faculty collectively should impose appropriate guidelines and restrictions on military or morally sensitive research or on research in areas affecting public health and safety. Researchers have a moral responsibility to understand the political and social implications of their research. Classified research and the restriction of publication are generally antithetical to the very idea of academic freedom, and should be tolerated only under guidelines developed by the faculty.

3. Differential rewards for research are permissible only where the degree and procedures of such rewards are developed by the faculty collectively and where resources are allocated and teaching loads reduced in proportion to the research expected. Evaluation, tenure, promotion, and compensation should be consistent with the teaching, research, and service responsibilities assumed by the individual faculty members.

4. The products of research belong to the researcher. Where an institution contributes significantly to the cost of developing a commercially valuable product, guidelines should be developed by the faculty for compensating the institution for its costs.

10. Student Assessment Programs in Higher Education

NEA notes the recent interest in student assessment and "value-added" programs by various commissions studying higher education and the passage of state legislation requiring student assessment. The Association believes that student assessment programs, properly designed and administered, can be crucial tools for diagnosing student and institutional needs, improving instruction and counseling services, and long-range plans. NEA, therefore, adopts the following policies:

1. Any student assessment program should be institutionally designed rather than state designed.
2. The faculty should be responsible for the planning, designing, and implementing of any assessment program within their institution.
3. The implementation of assessment programs should be in accordance with collective bargaining contracts where such contracts exist.
4. Remedial programs should be provided to meet deficiencies identified through assessment programs.
5. NEA supports assessment programs only if they are accompanied by adequate funding for remedial programs.
6. Assessment programs should not be used to deny access to, or exclude students from, educational opportunities.
7. Assessment programs should provide tests appropriate for students with identified learning disabilities.
8. Assessment programs should be flexible enough to accommodate economic, cultural, and linguistic diversity among students in all institutions of higher education.
9. Assessment programs should not rely on any single test to deny students access to regular credit courses.
10. Assessment programs should include methods for linking the remediation of individual students to their completion of degree, certificate, or other appropriate course of study.
11. NEA does not support the use of student assessment programs for the purpose of evaluating faculty, academic programs, or institutions.

11. Vocational Education

NEA believes that postsecondary vocational education is a legitimate and equal component in the mission and function of

colleges and universities. Vocational education should be viewed as neither superior nor inferior to other educational functions.

During the past quarter century, higher education institutions, particularly community colleges, have developed and implemented extensive vocational education programs. Enrollment in these programs has constituted a significant portion of total student enrollment in community colleges. Enrollment in vocational education programs at four-year higher education institutions has also steadily increased. This growth in postsecondary vocational education, while serving an increasing need for specialized instruction in highly technical areas, has been accompanied by problems and abuses that threaten the integrity and quality of this type of education. NEA brings five of these problems to the attention of the academic community and suggests some remedies and policies:

1. *Education Goals.* In an era of rapid technological change, it is important that vocational education students develop general literacy and computational skills, as well as specific job skills. Students should be exposed to general education as well as vocational courses.

2. *Contract Education.* An increasing number of colleges have contracted out the instruction of vocational courses to private corporations and agencies. NEA believes that this practice should be curtailed and that all instruction should be controlled by the faculty of the college or university and that all vocational programs should be administered within the established governance procedures of the institutions.

3. *Faculty Qualifications.* NEA believes that the qualifications of vocational education faculty must be determined at the institutional level and that each institution should establish appropriate criteria for faculty positions, including minimum educational and practical experience. The minimum for all vocational education faculty should *normally* be the baccalaureate degree.

4. *Transfer Programs.* Vocational education programs are predominantly offered in community colleges. These programs are primarily designed as terminal programs leading to the associate degree, certification, or other vocational degree, for example, nursing, or x-ray technician. NEA believes that greater attention, however, must be given to establishing programs to facilitate transfer of vocational students from community or technical colleges into baccalaureate programs at the four-year level, if they decide to seek this option. Such programs would require more flexible curricula, greater coordination between two-year and four-year institutions, more general academic courses, and improved counsel-

ing for vocational students.

5. *Funding*. NEA believes that the quality of vocational education programs depends in part upon the ability of faculty and students to work with the most current technology in their field of study. Vocational education programs must be supported, therefore, by institutional investment in technical equipment. The purchase and maintenance of such equipment should not be limited by budgeting procedures dependent on enrollments.

Higher Education Reform: NEA Advisory Statements

In November 1986, the NEA Executive Committee endorsed these advisory statements on issues that have arisen from the current movement to reform higher education. Advisory statements are directed primarily at the NEA membership. These statements include proposals and recommendations for NEA actions.

1. Exploitation of Student Athletes

Consistent with New Business Item (1986-1) adopted by the 1986 Representative Assembly on the exploitation of student athletes, NEA will:

1. Consult with NEA higher education leaders and staff before corresponding "with all college and university presidents, the National Collegiate Athletes Association and National Association of Intercollegiate Athletes and the public at large ..." on the issue of the exploitation of student athletes.

2. Take note, in dealing with the exploitation of student athletes, of the statements on "Student Assessment Programs in Higher Education" (p. 126), and "Access, Remediation, and Retention in Higher Education" (pp. 114-115), as well as its proposal to continue and expand NEA programs on School-College Partnerships.

3. Use NEA publications to encourage faculty members to take cognizance of the problems of student athletes and involve themselves in efforts to resolve these problems at their institutions and throughout the academic community.

2. Proposal to Continue and Expand NEA Programs and School-College Partnerships

In the current national discussion on reform and excellence in American higher education, many reports and meetings on the state

of American higher education begin with a discussion of the K–12 educational experience. NEA is a K–G organization and will respond to the current debate on educational reform and excellence from a K–G perspective.

Several years ago, NEA President Mary Hatwood Futrell pledged to the National Association for Equal Opportunity in Higher Education (NAFEO) "support of the NEA for programs of collaboration between NAFEO members institutions and public schools." NEA supports the notion of "collaboration between public schools and colleges as required to identify disadvantaged students at an early age and to provide constantly for the help they require as they move from school to college."

Therefore, NEA will resume the IPD activity 1.44 entitled "Strengthening the School and College Relationship." These partnerships are ideal, positive vehicles for increasing the visibility of NEA and its state affiliates in educational reform from a K–G perspective, while affirming that reestablishment of this program should not preclude other appropriate NEA activity in this area.

3. Teacher Education Reform

The reform of teacher education is a K–G issue and is an integral part of the general issue of reform in higher education. Reform should involve representatives of faculties of colleges of education, other higher education faculty members, K–12 practitioners, and representatives of other constituencies in the Association.

NEA will:

1. Recast or rewrite the substance of the 1982 NEA Action Plan (*Excellence in Our Schools. Teacher Education: An Action Plan*) as a document similar in format to the Holmes and Carnegie reports so that it will be more useful for public distribution and discussion. This revision should be developed by NEA K–12 practitioners, teacher educators, other higher education faculty members, and representatives of other sectors of the educational community. It should explain why professional teacher preparation is essential at the undergraduate level. It should strengthen the Action Plan's emphasis on the preparation of teachers as full, active, and important participants in decisionmaking in the nation's schools.

2. Continue to advocate and develop programs that bring together K–12 and higher education personnel (practitioners, teacher educators, and arts and sciences faculty members) in joint projects promoting understanding of the respective mission and

goals of each, which may include coordination of curriculum and ways to lower attrition rates at all levels of education. Examples of such collaboration are:

a. The establishment of teacher education advisory councils at each higher education institution involved in teacher preparation that would include K–12 classroom teachers, teacher educators, and faculty members from other disciplines;

b. The creation of seminars and workshops for cooperating teachers and teacher educators concerning their respective roles and functions in working with student teachers;

c. The formation of joint committees of K–12 and college teachers from various disciplines to work on coordinating the K–G curriculum, coordinating the selection of texts and classroom materials in an effort to eliminate unnecessary repetition and enhance the learning experience.

3. Increase its public efforts, including greater use of the media, to help attract and recruit, even at the high school level, the best students into teaching. The Association will appeal to their idealism, while continuing its efforts to raise entry-level teacher salaries to competitive levels, which is the greatest single way to attract qualified students into teaching.

Furthermore, NEA will promote other ways of encouraging students to consider teaching as a career, such as reinstituting federal and creating state student loan programs with forgiveness provisions for teaching experience, and scholarships to talented students with financial needs. These programs will be extremely valuable in attracting minority students into college and the profession.

4. Participate in the development of a voluntary national certification board. At the same time, NEA will continue to urge its state affiliates to work for stronger state-level certification/standards boards, and thereby resist efforts to place uncertified and unqualified teachers in classrooms as a way of contending with the projected shortage of teachers.

5. Continue to support NCATE and state program approval as a check and balance to national certification and state license procedures. (See the statement on "Accreditation in Higher Education," pp. 115-116.)

6. Promote the concept that the form, content, and length of teacher preparation programs should be decided at the institutional level with sufficient faculty involvement in decisionmaking and with appropriate participation by K–12 practitioners. Such programs should be flexible enough to attract students from a variety of

backgrounds, and should also afford adequate career development opportunities for those involved.

In conclusion, NEA will provide appropriate assistance to its state and local affiliates to contend with the potential impact of the teacher reform movement and the ensuing legislative initiatives. It advises that any group within the Association charged to work in this area be directed to develop or elaborate policies and strategies in the following areas:

a. The workload, terms, and conditions of employment of instructional faculty.

b. Recruitment of minority teachers at all levels of education (K–G).

c. Internal governance and collective bargaining procedures in periods of significant modification of academic program.

d. In-service and other forms of continuing education and career development for teachers.

e. National certification of teachers.

f. Higher standards within states for teacher training, certification, and licensure.

NEA Resolutions, Legislative Program

In addition to NEA's higher education policy and advisory statements, NEA positions in higher education are also established by Resolutions (expressions of the Association's goals), by the Legislative Program, and by New Business ("specific in nature and terminal in application") adopted by delegates to the annual NEA Representative Assembly. Delegates to the 1990 NEA Representative Assembly, held in Kansas City, approved the following actions that relate to higher education.

NEA Resolutions Related to Higher Education

Note: Figures in parentheses after each resolution represent the years when the resolution was first adopted and last amended or reviewed.

A. General

Higher Education (C-7)

The National Education Association supports higher education as an essential part of the education process. The Association believes that postsecondary education serves an invaluable function for intellectual development, for research and scholarship, for career preparation, and for preparation for life. The Association supports access to collegiate programs for all qualified students without regard to age, sex, race, military registration status, or ability to pay. The Association further supports fully funded, guaranteed student loan and grant programs.

The Association believes that clear admission and graduation standards, careful student counseling, tutorial and other support services, the right to complete coursework during or after the quarter/semester missed due to documented extended illness, active participation of students in their own learning, and a thoughtfully

articulated curriculum can significantly help increase the number of students successfully completing their degrees. (80, 89)

B. National Issues

Federal Financial Support for Education (A-9)

The National Education Association believes that the federal government has a legitimate and proper concern and responsibility for the quality of public education provided to its citizens that arise from the needs of our national social, economic, and political system. The Association asserts that a major federal role is to ensure equality of educational opportunity for all.... The Association will continually seek general federal support for the whole of public elementary, secondary, and postsecondary education....

The Association supports federal funding for postsecondary education, including—

- Programs of institutional, scholar, and student support
- Grants to support vital research functions
- Student financial assistance to assure access and choice for all qualified students who wish to pursue postsecondary education, regardless of personal financial means
- Support of historically Black colleges and developing institutions.... (83, 90)

Higher Education Research and Study Grants (B-2)

The National Education Association believes that both the governmental and private sectors should provide research and study grants to higher education faculties in all academic areas. Such grants should be awarded on the basis of merit without discrimination. The dissemination of grants should not be used to influence university decisions and policies. The Association believes that the process of study and research grants provided should influence neither undergraduate nor graduate curriculums until such time as the research is completed and systematically integrated into the curriculums. The Association further believes that academic freedom applies to research and the dissemination of research results. (85)

Evaluation and Promotion in Higher Education (B-3)

The National Education Association affirms the importance of teaching in institutions of higher education and believes, therefore,

that research and publication ought not to be the only criteria on which higher education faculty are evaluated and/or promoted. The Association further believes that its higher education members must be allowed to determine through the collective bargaining process the methods by which they are evaluated and promoted. (86)

Funding of Higher Education (B-4)

The National Education Association supports the maintenance and expansion of funding for higher education, including programs of institutional and scholar support, research grants, support for the historically Black and for developing institutions, and student financial assistance to assure access and choice for all qualified students—regardless of personal financial means—who wish to pursue higher education. The Association believes that student need, as well as enrollment, should be a criterion for funding postsecondary education. The Association further believes that need-based student financial assistance should be available through all higher education institutions as well as governmental agencies. (86, 89)

Rural Education (A-21)

The National Education Association supports a strong rural educational system and the preservation of the community infrastructure in rural America....

The Association and its affiliates should encourage institutions of higher education and state agencies to promote training of personnel that will reflect the special needs and problems of rural schools.... (76, 85)

American Indian/Alaska Native Education (B-6)

The National Education Association recognizes that the complex and diverse needs of American Indian/Alaska Native children require the direct involvement of parents, Native educators, tribal leaders, and other Native groups in developing programs that preserve the rich heritage of their cultures....

The Association supports programs that provide for—

- Involvement of American Indians/Alaska Natives in teacher training programs dealing with cultural pluralism and Native values....

- Opportunities for higher education for all American Indian/Alaska Native students through direct governmental assistance in graduate and undergraduate programs....
- American Indian/Alaska Native involvement in developing multicultural learning centers at higher education institutions.... (76, 90)

Hispanic Education (B-7)

The National Education Association recognizes that the complex and diverse needs of Hispanic children require the direct involvement of Hispanic educators, parents, and community leaders in developing programs that meet the cultural, language, and learning characteristics of these children.

The Association supports efforts that provide for—

- The recruitment, training, and employment of bilingual teachers, counselors, and other professional and support staff to meet the needs of Hispanic students....
- Federal and state programs establishing appropriate educational opportunities for Hispanic students....
- Federal and state grants and scholarships for higher education that will facilitate the recruitment, entry, and retention of Hispanics
- Recognition of Hispanic educators as role models....
- Hiring and promotion of Hispanic educators in positions at all levels of the education profession.... (72, 90)

Asian and Pacific Islander Education (B-8)

The National Education Association recognizes that the complex and diverse needs of Asian and Pacific Island children require the development of programs that preserve the rich heritage of their cultures.

It believes that adequate federal funding must be provided for the—

- Preservice and continuing education of teachers....
- Education of Asian and Pacific Island adult refugees.... (79, 90)

Black American Education (B-9)

The National Education Association recognizes that the complex and diverse needs of Black American children require the direct

involvement of Black American educators, parents, community leaders, and groups to assure the development of adequate and equal educational programs.

The Association supports efforts that provide for—

- Recognition of Black educators as role models....
- State and federal funding of scholarships to facilitate the entry of Black students into the teaching profession ....
- Development of athletic programs that promote educational excellence, not just athletic power....
- Hiring and promotion of Black educators in positions at all levels of the education profession. (81, 90)

Black Higher Education Institutions (I-5)

The National Education Association recognizes that historically Black institutions of higher education have played a vital role in helping Americans in their efforts toward building a truly pluralistic society. The Association urges its affiliates to be in the forefront of all efforts that seek to support, maintain, and promote these invaluable institutions, their programs, and their full participation in the mainstream of education. (80, 86)

C. Campus Issues

Credit-Hour Evaluation (C-8)

The National Education Association believes that the different methods of assigning credit hours as used by the nation's colleges and universities often cause difficulties in the evaluation of transcripts. The Association therefore urges the nation's colleges and universities to develop, in cooperation with the Association, a uniform formula to evaluate credit hours. (77, 86)

Misuse of Part-Time Faculty (F-17)

The National Education Association believes that part-time faculty should be employed only when an educational program requires specialized training or expertise not available in the full-time faculty and when the need for such training and expertise does not justify more than half-time employment. Part-time faculty should receive the same salary and fringe benefits as full-time faculty prorated according to the workload. The Association also believes that part-time faculty should not be employed for the primary purpose of reducing instructional budgets or for the purpose of reducing the number of full-time faculty positions. (76, 86)

D. Teacher Preparation

Teacher Preparation: Recruitment (D-7)

The National Education Association supports a strong program of teacher recruitment with special emphasis on recruitment of under represented candidates. Preteaching programs and recruitment efforts should be developed at community/junior colleges in conjunction with institutions of higher education with teacher preparation programs.

The Association believes that federally financed loan and grant programs should be established to encourage undergraduate students to become professional educators. Progressive forgiveness of the loan should be based upon the number of years of professional service. The Association further believes in the encouragement and development of grants from both public and private sectors for students planning to pursue a career in education. The Association encourages its state affiliates to work toward the development of similar programs. (90)

Teacher Preparation Programs: Entry (D-8)

The National Education Association believes that its affiliates should continue to improve standards for entrance into the teaching profession by working cooperatively with teacher training institutions and their professional organizations. Requirements for entry to college of education programs should be rigorous yet flexible enough to allow admittance to those who demonstrate potential for effective practice. Admission to any program should be based on multiple considerations, such as recommendations of faculty (liberal arts and education), grade-point average, personal interviews, and recommendations of persons in related fields. The selection process shall be a continuous and integral part of the candidate's educational program. Such process shall be nondiscriminatory.

The Association urges appropriate state agencies to inform teacher preparation institutions of projected needs by certification areas. Teacher preparation institutions should counsel and prepare prospective teachers in numbers consistent with projected needs. (70, 87)

Teacher Preparation Programs: Content and Evaluation (D-9)

The National Education Association believes that a sound teacher preparation program must be equitably funded and must—

- Involve practicing, licensed preschool through adult education teachers in the design, implementation, evaluation, and systematic change of the program
- Involve students preparing to teach in the evaluation and improvement of the standards of the program
- Involve teacher educators who are licensed and experienced in their instructional areas and demonstrate practical knowledge of schools and classroom teaching
- Include a policy of affirmative recruitment
- Include tests, reports, student teaching, and other measures of performance designed to assess progress in acquiring the knowledge and skills necessary for effective teaching
- Include required courses in the liberal arts, subject or grade-level speciality, reading, research and information skills, methodologies pertinent to the instruction of the limited English proficiency student, and professional studies that include learning theories, curriculum design, and teaching techniques
- Include training that addresses our multicultural, multiethnic diversity, recognizes the contributions of ethnics and other minorities, and provides techniques for teaching culturally diverse students
- Include training in student assessment, classroom management, discipline, group processes, shared decisionmaking, strategic planning, the dynamics of intergroup communications, human growth and development, the changing role of the family, exceptional behaviors, and human relations
- Include a variety of field experiences throughout the preparation program culminating in a practicum. (70, 90)

Teacher Preparation Programs: Student Teaching (D-10)

The National Education Association believes that student teachers should be provided with legal status and liability protection. The Association urges its affiliates to formulate standards for school systems that receive student teachers, including guidelines for cooperating teachers and college coordination of student teachers. Supervising or cooperating teachers in a student teacher program should have reduced teaching loads and be given a minimum established compensation. The recommendation of the supervising or cooperating classroom teachers in such a program shall weigh heavily in the final decision regarding readiness to enter the teaching profession.

The Association believes that the acceptance of student teachers should be on a voluntary basis. (70, 86)

Teacher Preparation Programs: Professional Participation (D-11)

The National Education Association believes that its affiliates should take immediate steps to become involved in college and university committees that control teacher education programs.

To this end, the affiliates should—

- Support inclusion of instruction in school law and in the values, ethics, responsibilities, and structure of professional teacher organizations
- Encourage students to join the Association
- Recommend that advisers of the NEA Student Program be Association members
- Support regulations that would place credentialed educators with teaching experience in decisionmaking roles in departments of education
- Share in the responsibility for practicum experience with the public schools and the institutions that prepare teachers. (70, 85)

A Licensed Educator in Every Professional Position (D-1)

The National Education Association believes that all educators must have the knowledge and skills necessary to perform their duties. The Association insists that each professional position, including early childhood development and other specialized and substitute positions, be filled by an educator who has completed, in an accredited institution of higher education, course work required by his/her position and a teacher preparation program and who holds the state license and/or appropriate state vocational license.

The Association will resist any attempts to diminish the quality of learning or services through the elimination of teaching positions, through the subcontracting of teaching and support services, through involuntary assignment out of field, or through the revision of school staff management under the guise of improving educational opportunity. (69, 90)

Licensure (G-4)

The National Education Association advocates rigorous state standards for entry into the teaching profession. These standards, as

established by the professional standards boards, shall include above-average college grades, field training experience that includes student teaching, and passage of appropriate pedagogical and subject matter tests. Tests should be valid and unbiased and should be included as one element of comprehensive assessment for completion of a teacher preparation program as well as for licensure into the profession.

The Association asserts that a teaching license should signify that an individual entering the teaching profession is competent to teach. A teaching license must be recognized as the primary requirement for employment in every public and private school (pre-K to 12). No license should be issued unless an individual possesses the entry-level knowledge and skills required for teaching. No temporary or emergency licenses should be issued. No assignments should be permitted outside the teacher's area of licensure without appropriate concurrent retraining supported by the local district.

The Association urges the elimination of state statutes/regulations that require teachers to renew their licenses. Where such renewal continues to be required, standardized literacy and basic skills tests to determine competency should not be used. The Association supports regulations that would put professional educators, the majority of whom are licensed and practicing public school teachers, in state licensing agencies. The Association supports the periodic evaluation of licensure procedures to ascertain whether cultural, economic, gender, racial, or age bias is perpetuated by the requirements for licensure. (85, 90)

Vocational Education (C-25)

The National Education Association believes that preparation of students for vocations and productive jobs should be a responsibility of secondary and higher education. Educational programs that assure equal opportunity for occupational development and encourage students to consider nontraditional vocations should be developed for all students. A continuing comprehensive program for training, retraining, advancement, and promotion should be provided for students who have completed minimal state attendance requirements.

The Association supports vocational and technical education as a major component of education. To be effective, vocational and technical education should be preceded by career awareness and exploration programs. These exploratory courses should be coordi-

nated with traditionally academic courses and industrial and practical arts education courses. (76, 89)

Technology in the Educational Process (B-18)

The National Education Association recognizes the advancement and application of instructional technology and high-technology devices and materials that provide new opportunities for developing skills, furthering research, and expanding knowledge in our society.

The Association believes that—

- Teacher preparation in instructional technology must begin in college and university programs and extend through continuing opportunities for professional development. (81, 90)

Sexual Harassment (I-15)

The National Education Association believes that sexual harassment is a form of sex discrimination or abuse. The Association further believes that classroom teachers, faculty, staff, and students should be protected from sexual harassment. The Association encourages its affiliates to work with local school districts and institutions of higher education to—

- Establish strong policies defining and prohibiting sexual harassment
- Develop educational programs designed to help people recognize, understand, prevent, and combat sexual harassment
- Develop and publicize a grievance procedure that encourages the reporting of incidents of sexual harassment, resolves complaints promptly, and protects the rights of all parties. (88)

Personal Relationships in Higher Education (I-20)

The National Education Association recognizes that in institutions of higher education adult students and educators may establish personal relationships. However, such relationships should be voluntary and not be used to coerce or influence others for personal advantage. Thus, the Association believes that sexual relationships between a faculty member and a student currently enrolled in the faculty member's course, or under the supervision or direction of the faculty member, are unprofessional. The Association urges its affiliates in institutions of higher education to establish strong policies declaring such relationships unprofessional. (89)

The NEA Legislative Program for the 102nd Congress: Specific Provisions for Postsecondary Education

First Tier: NEA Priority Legislative Initiatives

I. Increased Federal Funding for Education

NEA supports federal funding for postsecondary education, including programs of institutional, scholar, and student support; grants to support vital research functions; student financial assistance to assure access and choice for all students who wish to pursue postsecondary education regardless of personal financial means; and support for the historically Black colleges, for Native American and Tribal colleges, and for developing institutions.

II. Collective Bargaining

NEA supports a federal statute that would guarantee meaningful collective bargaining rights to the employees of public schools, colleges, universities, and other postsecondary institutions. This statute should allow for the continued operation of state statutes that meet federally established minimum standards and should assure that college and university faculty are not excluded from coverage because of their participation in a faculty senate or other system of institutional governance. Although all relevant sources of Congressional power should be considered, the Commerce Clause is the preferred basis for the desired legislation.

Second Tier: Current Priority Congressional Issues

Postsecondary Education

NEA supports—

- federal programs, including provision of resources for instruction, research, and library materials, which enhance effectiveness of and advance excellence in two- and four-year postsecondary institutions;
- development of the nation's intellectual resources;
- development and retention, through programs including scholarships and loan forgiveness, of future teachers for the pursuit of excellence in our nation's schools and postsecondary institutions;

- promotion of research and the development of knowledge including access by students to advanced technological resources and teaching;
- preservation of institutional vitality;
- assurance of equality of educational opportunity;
- programs to encourage and support the recruitment of talented students, particularly minorities, to enter and complete postsecondary education;
- strengthening student financial assistance such as Pell Grants;
- reduction in the student loan default rate without undue limitation on access to postsecondary education for any qualified student;
- assurance of equal treatment for two- and four-year institutions;
- assurance of the welfare, economic security, and professional development of all postsecondary members.

NEA opposes—

- restrictions that would weaken or limit current access to Pell Grants.

Statement on Community College Governance

Introduction

In 1987 the National Education Association adopted and published a *Statement on Faculty Governance* in Higher Education.[1] The principles set forth in that statement are explicated in the following document, which describes a system of academic governance that is equitable, reasonable, and consistent with the mission and goals of American community, junior, and technical colleges.[2]

These educational institutions are established to provide educational and vocational training opportunities for students, and to advance scholarship and instruction. United by this mission, the faculty, administration, and governing board establish academic governance to regulate their relationships, establish policy, and administer their institution.[3]

Academic governance requires a cooperative effort by faculty, academic staff, administration, governing board, and students. Also required is a commitment to the principle of collegiality between the primary parties: the faculty and administration. Neither created nor sustained to benefit any individual or particular group, governance must promote academic justice and excellence.

Governance comprises structures, procedures, standards, and time limits arranged to make decisions and policy in an orderly and effective manner. Good governance necessitates the delegation of authority to each party to make decisions appropriate to its responsibility and to accept the consequences of those decisions.

As observed in the *Statement on Faculty Governance*, faculty and staff participation in institutional governance takes many forms in colleges and universities. Collective bargaining has been adopted at many institutions as the primary way to delegate authority and responsibility within the governance system. All employees, including faculty both at public and private colleges, must be accorded the

right by statute or consent arrangements to organize for bargaining.[4]

Faculty at public institutions are not yet permitted to bargain collectively in many states, while other faculty have decided not to exercise this option where possible. These faculty depend on moral suasion, political activity, and other methods to protect their rights and participate in decision making. This statement has been formulated to address their needs and concerns, as well as those with collective bargaining.[3]

Faculty Participation in Governance

Faculty participation in governance is based on individual and collective expertise, credentials, and experience. Active involvement is justified by the fact that faculty are in daily contact with students, understand students' needs, and have the expertise to comprehend and explain what is necessary to fulfill educational goals. Indeed, this is one of the fundamental competencies for which they have been appointed.

The level of faculty participation or authority is relative to the issue or topic involved. It ranges from advice given—when requested by the administration on issues remote from academics—to the actual determination of educational policy.

Because of their responsibilities faculty are concerned about policies affecting their profession. They must be a full partner in the establishment, operation, and modification of campus governance. Effective governance requires processes which are open and encourage faculty participation by their ability to effectuate change when necessary. Faculty should be given credit for and, when appropriate, release time for participation in governance.

For good reason faculty claim an appropriate and significant role in decision-making processes. Studies of institutional effectiveness indicate that they are better teachers when their morale is high, and morale is higher at institutions where faculty play a major role in governance—where they have confidence in the system to produce results.[6]

Collective bargaining has been selected by thousands of community college faculty to ensure participation in governance and enhance and protect their professional and economic rights. According to the *Statement on Faculty Governance*, "collective bargaining is a form of legally mandated collegiality which ensures the integrity of the joint effort (of governance)."[7] When conducted in good faith, bargaining focuses attention and energy on specific issues, encour-

ages innovative solutions, and provides deadlines and processes for resolving these issues. Furthermore, it is recognized that "there is no one type of governance system appropriate for all." Where faculty deem it appropriate, bargaining and other forms of governance will supplement and complement each other.

Because community colleges are influenced by actions of state legislatures, commissions, and state governing boards, faculty representation to these bodies is also critical. Statewide educational and employment policies should not be considered and implemented without appropriate discussion with faculty. In particular, state programs designed to improve education or assess what students have learned should only be implemented after extensive consultation with faculty.[8]

Associations, agencies, and boards that accredit or certify programs or award licenses should include faculty representation or provide adequate opportunity for discussion with faculty.

A member of the faculty, selected according to procedures adopted by the faculty, should be appointed to the governing board of each community college.

Community colleges are established to provide educational and vocational training to all citizens, regardless of their economic, social, or ethnic background. "Open admissions" policies are the rule. Governance here should be even more democratic than at other institutions of higher education. Unlike universities, these colleges have no academic hierarchy of research directors, endowed chairs, and graduate faculty. Consequently, they are more egalitarian and democratic, which should be reflected in their decision making.

Faculty Status Decisions

Determining the status of colleagues is a primary responsibility of faculty because of their expertise, credentials, and experience. A common characteristic of all professions is the authority to admit members and to be involved in determining their status.

Faculty must participate in decisions to create new faculty positions and to make appointments to existing positions. They should also establish the qualifications for appointments to the faculty.

Faculty must be involved in interviewing and recommending candidates for academic appointment. Search committees will be composed of faculty from the appropriate department or area, who are selected by their colleagues, and have the primary responsibility of evaluating the credentials of applicants.

During the appointment process and other phases of determining faculty status, the administration should accept and implement faculty recommendations. If for compelling reasons the faculty's recommendation is not accepted, the administrators must explain their reasons and, if requested, reduce them to writing. Before a final decision is reached, the faculty should be afforded an opportunity to respond and elaborate upon its recommendation.

Any decision to reappoint, promote, or award tenure must be made only after consideration by appropriate faculty bodies, according to procedures adopted by the faculty.[9] Untenured faculty should be evaluated by their colleagues and administrators before a decision to award appointment, promotion, or tenure is made. According to NEA policy, such evaluation procedures and the standards to be applied must be developed by the joint action of faculty and administration through governance or collective bargaining processes.[10]

Faculty recommendations on the status of their colleagues should be accepted and implemented by the administration and governing board. Once the administration has accepted the faculty's recommendation or has made a contrary decision, it must notify the affected faculty member in writing and in a timely manner.

When the decision is negative, the affected faculty member has a right to be informed of the reasons for the decision, and if requested, must be given these reasons in writing. The faculty member must then have the right to appeal to an appropriate committee of colleagues on grounds of inadequate or unfair consideration. Allegations that there was a violation of academic freedom or nondiscrimination provisions may require a hearing before another impartial committee.[11] In institutions where faculty bargain collectively, this appeal will normally be made through the grievance and arbitration system.

In all institutions, the burden is on the administration to prove just cause for the dismissal of tenured faculty members or untenured faculty members before the end of their contract. For probationary faculty who are not reappointed or denied tenure, the burden is normally on them to prove that the negative decision should be reversed. All faculty subject to a serious personnel decision must be given appropriate representation or counsel for the appeal before peers, an administrator, or arbitrator.

A sincere effort by the administration, the faculty member, and/or the member's representative must be made to resolve the problem prior to individuals being formally notified that they are subject to dismissal or serious disciplinary action. The administra-

tion may feel within its legal rights to make and implement a decision to dismiss faculty without consulting or involving other faculty. However, dismissal of tenured faculty, or untenured faculty in term of contract, raises serious questions for academic governance, and academic and intellectual freedom. At colleges with bargaining, faculty usually file grievances, which the faculty union may take to binding, third-party arbitration. Such procedures are negotiated and are, by definition, the result of joint action. Where collective bargaining does not exist, faculty must participate in establishing procedures designed to protect the interests of colleagues who are subject to dismissal or penalty.

Termination of faculty appointments because of serious financial problems constitutes another threat to governance, academic and intellectual freedom, and institutional quality. Even a decision to eliminate unfilled faculty positions or otherwise reduce the size of the full-time faculty will have serious and lasting ramifications.

Tenured faculty appointments must not be terminated except in times of bonafide financial exigency and only when there exists no viable alternative.[12] The institution's existence must be called into question before tenured faculty are retrenched or placed on unpaid leave or lay-off status. Prior to such a grave emergency, the faculty and administration should adopt procedures and standards designed to preclude the elimination of full-time faculty and to help the institution contend successfully with the situation.[13]

The basic elements of these standards and procedures include:

1. whenever the administration believes that a financial crisis is imminent that might lead to the reduction of full-time faculty positions, it must confer immediately with the faculty and discuss all possible solutions to the problem before making decisions to terminate faculty appointments or to alter significantly the academic program;

2. if absolutely necessary, single programs should be eliminated in their entirety, rather than portions of programs or individual faculty members in several programs, since the latter process is too easily abused;

3. timely written notice—normally one year—with adequate reasons must be given faculty subject to layoff;

4. part-time and temporary faculty are subject to layoff before full-time faculty;

5. untenured or probationary faculty are subject to layoff before tenured or permanent faculty;

6. normally a seniority system is followed in establishing order of layoff; however, in rare circumstances, this order may be adjusted

with the prior agreement of faculty to avoid serious distortions in academic programs or to satisfy affirmative action goals;

7. faculty subject to layoff should have the right to appeal the decision on any grounds, including the questions of academic freedom, discrimination, or other illegal actions;

8. affected faculty should be given fair consideration or retained for other suitable positions at the institution or other institutions within a multi-campus system; such options may require the funding of special programs for this purpose which are not unlike faculty development programs;

9. these faculty should have the right to return to or be recalled to their jobs for three years.

The status of part-time and temporary faculty must be determined by policies and standards established primarily by faculty action or by collective bargaining. Regular part-time faculty should be included in academic governance at the departmental or divisional level.[14]

Academic Policy

Community college faculty should exercise substantial control over the academic program. Because of their expertise, credentials, and experience, faculty are best qualified to maintain and modify academic policy. Their voice in this area must be accorded great weight by the administration and governing board, while in fundamental areas of pedagogy and course content faculty should have effective decision-making authority.

Faculty should establish the general curriculum or course of study leading to associate degrees and certificates. Changes are to be initiated by the faculty and be implemented only with their prior consent.

Requirements for degrees, certificates, and programs must be determined by faculty. This applies to the establishment of new academic programs, the determination of admission requirements to such programs, the development of new courses, and similar academic policy areas. Faculty and administration must act jointly to create and implement new programs, or to modify or eliminate existing programs.

Types of degrees offered by the college should be determined by joint action of faculty, governing board, or state agency. Degrees are only to be awarded as authorized by the faculty.

Faculty must enjoy and exercise control over their classes if academic integrity is to be protected. This includes the authority for

faculty to deny attendance to students for academic or disciplinary reasons, and the right to evaluate the work of their students and assign grades. Grades will not be changed over the objections of the faculty member involved; such action would be a violation of academic freedom and a breech of professional ethics.

Academic workload for faculty must be determined by joint action of the faculty and administration. This applies to the number of classes normally taught by faculty each term, the number of different preparations, and the size of classes. Faculty should be consulted before teaching or other work assignments are made, including the time and location of classes.

Teaching an overload is a decision to be made by individual faculty according to procedures and policies adopted by the faculty. Overload compensation should be at the individual's regular annual salary (prorated) rate.

Faculty should determine the amount and schedule of their non-class time on campus and in their offices. Faculty, full- and part-time, should be provided adequate facilities to confer with students and colleagues.

Although state law or regulation frequently dictates the minimum number of class days in an academic year, the actual number may be greater and must be decided by joint action between faculty and administration. The number of class days or duty days and the academic calendar should be subjects of collective bargaining. Such important issues should only be resolved after adequate consultation, discussion, or negotiations between the faculty and the administration.

Structures and Procedures

Structures and procedures providing for faculty participation in overall institutional decision making must be established, maintained, and modified only by joint action of the faculty, administration, and governing board.

Within this system and where appropriate, faculty may adopt constitutions or bylaws for self-governance, i.e., structures and procedures enabling internal faculty decisions to be reached openly and fairly. Such instruments of government may regulate the relationship of the faculty with the other components of the governance system.

Where faculty are represented by a collective bargaining agent, the governance system must recognize the primacy of the bargaining agent, especially in areas within the scope of bargaining. Every

effort should be made to ensure that these two basic forms of faculty governance coexist and cooperate.

Standing and *ad hoc* departmental committees must be established and elected by faculty. Faculty should also be able to establish and elect standing and *ad hoc* college wide committees. Procedures for selecting faculty representatives to all governance bodies must be adopted and modified only by faculty action. All faculty must be eligible to participate in academic governance to the fullest extent permitted by law.[15]

Department chairpersons should be elected by department members to a definite term of office. Chairs should not be considered managers or supervisors or faculty, but as coordinators and representatives of the department to the administration. Chairs will be primarily responsible to the department.

Departments based on academic disciplines are the natural foundation of academic organization. Academic divisions or larger grouping should be avoided.

Each faculty and institution will develop governance suited for its particular circumstances, history, and legal environment. Any system must protect the basic legal and professional rights of the faculty, including part-time and temporary. A representative faculty council or senate may be created by faculty action. Voting membership in such an organization is limited to faculty, since academic policy will be its primary concern. Administrators and others may be invited to attend and participate in its deliberations. This body should elect its own chair, determine its agenda, and amend its bylaws. Its representatives should meet regularly with the president of the institution and the governing board.

Finances, Planning, and Administration

Faculty have a direct and abiding interest in the administrative and budgetary decisions made at their institutions. They should have an appropriate role in the allocation of resources within the institution and guaranteed access to pertinent financial data. They must be consulted prior to the allocation of resources within the academic program and other areas which would have an impact on the teaching and learning at their institution.

Faculty should be involved in the development and presentation of budget submissions and presentations to local and state funding agencies, including the legislature.

Faculty committees should exist to consult with the administration over the condition and use of campus facilities. Consultation

relates to the academic use of these facilities, access to them, and their repair and safety. Short- and long-range planning will benefit from the direct inclusion of faculty in the process.

Programs for the continuing development of the expertise, credentials, and experience of faculty must receive adequate funding. Faculty must agree to the existence and components of such programs, and may elect to participate. Faculty should allocate faculty development awards and sabbaticals. Student evaluations of faculty may be included in faculty development programs when such programs are approved and administered by the faculty and will not be used for negative personnel actions against them, but are used for the sole purpose of aiding professional growth and the development of improved instruction.

Collective bargaining is well suited to determining salary and fringe benefit policy. In institutions without bargaining, a faculty committee on compensation must confer with the administration over these issues prior to final decisions being made regarding the allocation of resources.

The misuse and abuse of part-time, temporary, and nontenure track faculty appointments has been addressed at length by NEA.[16] Faculty and administrators should work cooperatively to consolidate part-time positions into full-time positions, while increasing the compensation and benefits provided to part-time faculty. A special faculty committee, that would include part-timers, should be created to monitor and regulate the use of part-time faculty. Each institution should develop, with full- and part-time faculty participation, a policy manual on the status, rights, and compensation of part-time and temporary faculty.

Faculty should participate directly in the development of procedures for evaluating administrators on a regular basis. Such procedures should be helpful to those being evaluated and beneficial to the institution.

Faculty should be involved in the selection of administrators, especially those with academic responsibilities. This involvement should include the development of criteria for the position, and the selection of candidates for interviews. Selection of key administrators should be a process that is conducted openly and fairly.

Governance and Students

A community of interest between students and their teachers must be recognized. Appropriate procedures to involve students in overall institutional policy making will be established by joint action

of the students, faculty, and administration. However, the primary role of the faculty, because of its expertise, credentials, and experience must also be acknowledged.

Notes

[1]"Statement on Faculty Governance in Higher Education," in *NEA Higher Education Advocate*, January 30, 1987, Special Reprint Edition, p. 11.

[2]The term community college is used to refer to all two-year institutions covered by this statement. NEA recognizes that some two-year technical institutes are not considered postsecondary institutions but does not intend to exempt them from coverage by recognizing this fact. Aspects of this statement may apply to educators at all levels—from preschool to graduate school.

[3]Attempts to improve or reform education emphasize the need for establishing teaching as a true profession and including faculty more directly in decision making at their institutions. More than one study reflects this conclusion; see, for example, Carol E. Floyd, *Faculty Participation in Decision Making: Necessity or Luxury* (Washington, DC: ASHE-ERIC Higher Education Reports, No. 8, 1985).

[4]NEA Legislative Program for the 100th Congress calls for a federal collective bargaining law that would provide representation rights for all teachers—preschool through graduate school. See *NEA Handbook, 1987-1988*, p. 258.

[5]According to the 1987 *Statement on Faculty Governance in Higher Education*, which is cited in note #1, faculty members involved in peer review decisions are acting collectively to make recommendations to the administration as part of their professional duties. This action should not be construed to constitute managerial nor supervisory status under state or federal labor law. NEA is on record opposing the U.S. Supreme Court's 1980 decision in *Yeshiva University vs. NLRB* and is working with other groups on seeking a legislative remedy.

[6]See Howard R. Bowen and Jack H. Schuster, *American Professors: A National Resource Imperiled* (New York: Oxford University Press, 1986).

[7]*Statement on Faculty Governance*, cited in note #1.

[8]*Statement on Student Assessment Programs in Higher Education*, in *NEA Higher Education Advocate*, January 30, 1987, Special Reprint Edition, pp. 5-6.

[9]Tenure, permanent status, continuing appointment, and employment security are terms that mean about the same thing. More than 85 percent of colleges and universities in the country provide some form of tenure to faculty members, according to reports by the American Council on Education. Some institutions deny that their faculty have tenure, such as the community college system of Virginia and the individual community colleges in Texas, but employment security systems of some type exist even in these institutions. Under decisions of the U.S. Supreme Court, tenure or the expectation of continuing employment is a property right, and an American citizen can be deprived of their property only by due process. The National Education

Association and the American Association of University Professors have attempted to establish forms of due process appropriate for institutions of higher education. Tenure and academic due process, protected by a collective bargaining agreement, are the best protection for academic and intellectual freedom.

Entering the Profession: Advice for the Untenured, (Washington, D.C.: National Education Association, 1988), gives new and younger faculty candid advice about these procedures and the social context in which they operate.

[10]"Proposed Statement: Evaluation of Faculty," in *NEA Higher Education Advocate*, January 30, 1987, Special Reprint Edition, p. 6. Peer review and merit pay provisions are viewed with great skepticism within NEA because of fears that school administrators will use them to divide teachers and weaken their organizations. However, NEA policy allows such systems where they are negotiated by, and acceptable to, the faculty bargaining unit. This "proposed" statement is to be reconsidered after additional study and discussion.

[11]These procedures follow closely with those set forth in the "Recommended Institutional Regulations on Academic Freedom and Tenure," *Policy Documents and Reports* (Washington, D.C.: American Association of University Professors, 1984), pp. 21-30.

Elaborate dismissal hearing procedures for tenured faculty and untenured faculty who face dismissal before their contract has expired have also been developed by the AAUP, see "Statement on Procedural Standards in Faculty Dismissal proceedings," AAUP *Policy Documents and Reports*, p. 10-13.

[12]See AAUP *Policy Documents and Reports*, p. 23.

[13]Collective bargaining contracts often incorporate the standards and procedures recommended by NEA and AAUP. However, some faculty and administrative negotiators have agreed to follow a policy of no reductions of tenured faculty during the term of the contract as a way of improving faculty morale and institutional stability. See *University of Detroit and the University of Detroit Professors' Union, MEA/NEA, Collective Bargaining Agreement, August 16, 1987–August 15, 1990*, p. 44.

[14]See *Report and Recommendation on Part-time, Temporary, and Nontenure Track Appointments*, Washington, D.C.: National Education Association, 1988.

[15]See U.S. Supreme Court decision in *Knight vs. Minnesota Community College Faculty Association*, which held that a faculty member did not have a constitutional right to participate in governance where a collective bargaining agent has been elected.

[16]See NEA report on part-time, temporary, and nontenure track faculty cited in note #14.

Minority Mentoring

In June 1990 the National Education Association and the American Association of University Professors jointly sponsored a conference on minority mentoring titled, "Increasing Minority Participation in Higher Education: The Faculty's Role."

Some 50 people from higher education institutions around the nation attended the event to discuss concrete ways to mentor minority students and faculty. The conference participants prepared a joint statement that will be considered for adoption by the governance bodies of both NEA and the AAUP. In addition to the statement, the organizations are working on a list of mentoring programs that work for faculty and staff to use as models.

The joint NEA-AAUP statement, which appears below, represents six months of collaboration between the two organizations.

Mentoring to Increase Minority Participation In Higher Education—The Faculty's Role*

The number of minority faculty and students in higher education is disproportionately low. This inadequate participation, particularly by African Americans, Hispanics, Native Americans, and to some extent Asian Americans, continues despite increases in their rates of high school completion. We anticipate that absent significant intervention, minority participation in graduate schools and on faculties will decline even further.

Both the American Association of University Professors and the National Education Association have issued policy statements supporting programs to improve the participation of minority students, teachers, and faculty at all levels of education. As faculty organizations familiar with the impact of social policy on minority access and success in higher education, AAUP and NEA will continue to work for increased financial support and expanded social

programs essential to assure genuine equality of opportunity for all citizens.

Recruitment of minorities to colleges and universities is only the first step. Once minority students and faculty are on campus, hurdles continue to impede their chances for success. In many instances, the minority students' pre-college educational experience has not prepared them to live independently away from the home environment or to meet the challenges at the "majority institutions." There are too few minority faculty and staff to serve as role models, there is inadequate support for minority social and cultural life, and there are recurrent instances of racially motivated conflict and violence on campus. Minority faculty often face discrimination in salary, tenure and promotion decisions.

Other generic circumstances which tend to marginalize education and, thereby, minimize student involvement in a culture of learning especially impact minority students. These include, excessive reliance on part-time faculty, part-time students, and large classes. Moreover, economically disadvantaged minority students are increasingly tracked into those community college and vocational programs that less often lead to baccalaureate and graduate education.

Faculty in any college or program have a responsibility to offer minority students and colleagues support, encouragement, and mentoring. Faculty should also recognize and seek to understand the various cultures of their students. Student attitudes often reflect their cultural backgrounds and faculty can more effectively teach students whose cultures they understand. In some instances, multi-cultural understanding may prompt revisions in courses and curricula so that previously ignored voices and perspectives may be explored.

As higher education leaders, we will seek to increase faculty involvement in ensuring minority academic achievement particularly through individual attention and mentoring activities. The AAUP and the NEA will prepare jointly a resource list of examples of mentoring programs currently employed in higher education. In addition, we will distribute the list to our affiliates for use as models. Our respective organizations may also apply for grants to help fund mentoring programs.

The strategies outlined below focus on the immediate and direct contributions faculty themselves can make to increase minority participation and achievement through mentoring type activities. However, this should not diminish other efforts by the faculty, as well the administrations and governing boards, to increase minority

participation.

1. *Bridge Programs or Activities:* Ensuring that minority students enter college requires early intervention and cooperation between elementary and secondary schools, and colleges and universities. Faculty can contribute to this cooperation through their national associations and/or at their campus.
   - Faculty can enhance minority access to more advanced education and scholarship by seeking out their colleagues in other segments of education (including schools, two and four-year colleges, and graduate programs) in order to identify students with the desire and potential to continue their education. For example, high school teachers may be invited to identify students with academic potential and introduce them to college teachers and students who will sponsor them through the undergraduate years and then assist them with finding a mentor in graduate school. Faculty should seek to form mentoring relationships with students or teachers that provide an opportunity for encouragement, counseling, academic guidance, and facilitation.
   - Faculty should work with their colleagues in preparatory programs, or draw them into collaborative work in more advanced programs, in order to assure suitable standards of preparation and to minimize unnecessary barriers to entry into four-year colleges.
2. *Undergraduate Activities and Programs:* Undergraduate mentoring must adapt to varied circumstances from the all-encompassing small college campuses where students may need opportunities for alternatives to the prevailing campus culture, to the part-time commuter program whose students experience college only as weekly, off-campus lectures.
   - In large and commuter institutions, where many minority undergraduates are enrolled, faculty need to offer a level of individual academic encouragement, guidance and support not normally found; faculty should promote office visits, facilitate and assist group study sessions, participate in discussion groups workshops or laboratories, involve students in their research, participate in summer study and research programs, and work with student organizations to design peer mentoring and group support networks.
   - In smaller group settings and classes, faculty should provide minority students the opportunity to pursue studies and activities which reflect and enhance the dialectic between the academic culture and their own.

- Faculty should identify minority students with whom they can develop sustained academic relationships including directing these students to other faculty colleagues for support.
- In institutions relying on formal programs to provide the advising, instructional services, extra-curricular academic culture, counseling and career opportunities offered by faculty members in the past, faculty should work to link these programs to their academic disciplines, to demonstrate a personal academic commitment, and to provide examples of benefits or opportunities accrued from academic experiences.
- Faculty should encourage minority students to consider graduate work.

3. *Graduate Activities and Programs:* Mentoring relationships are most characteristic of and persistent in graduate programs. Special attention to the mentoring needs of minority students is required because of the inadequate numbers of minority faculty and the presence of a "prove yourself first" attitude which discourages many students.
   - Faculty should be alert to the needs of those minority students who are not assigned as research assistants to specific faculty and might, therefore, not receive the socialization and support generally provided research assistants.
   - All students need advisors who offer broad guidance and support through a mentoring relationship. Faculty should provide career guidance and support regardless of the student's background.
4. *Collegial Mentoring Relationships:* In these competitive times, all new faculty need encouragement and support. But minority colleagues in particular tend to be more isolated, more burdened with the service activities we advise other junior faculty colleagues to defer, and subject to recurrent discrimination and resentment. Therefore, we recommend the following:
   - Faculty should create opportunities to collaborate and/or pair with minority colleagues in curricular and scholarly endeavors that provide an opportunity for professional development.
   - Faculty should provide a climate for minority colleagues that offers an effective opportunity for full collegiality and a respect for individuality.
   - Senior faculty should insure that minority faculty receive the guidance and support generally available to other new faculty, including protection from excessive service and teaching requirements.

The strategies outlined above are general and are intended to

suggest a much wider range of activities, beginning even in early childhood, that could contribute toward the goal of broader participation throughout higher education. Although the immediate goal of such enhanced mentoring activity is increased minority participation and achievement in higher education, as we move toward this goal we may contribute also to a general reinvigoration of academic life in which increased diversity and community are joined in scholarly achievement.

*This statement represents a consensus of participants at a meeting jointly sponsored by AAUP and NEA, June 1990 in Washington, DC.

A Common University Economic/Social Policy

The International Conference of University Teachers is an informal NEA-backed group of faculty leaders and staff who meet to share information. These meetings began in the early 1980s and now involve two groups: the English-speaking and the Scandinavian countries.

The 1990 meeting was held in Edinburgh, Scotland and included representatives from 13 nations. The participants at the meeting unanimously endorsed a "common university statement" dealing with international economic and social development.

The statement, presented below, emphasizes the common issues that link faculty throughout the world. Representatives from each organization are submitting the statement to their governing bodies for adoption. The NEA Executive Committee adopted the statement in October 1990.

Universities and other institutions of higher learning perform two major tasks: the discovery and application of new knowledge through research, and the preservation and dissemination of knowledge through teaching. The distinguishing feature of a university is this integration of teaching with research. Such integrated teaching and research activity is essential to economic and social development.

Current social and economic conditions create pressures which diminish the capacity of the university to fulfill its mission. These pressures are leading, in some instances, to reduced investment in higher education because the economic benefits are not immediate. Where investment is maintained or enhanced, it is disproportionately allocated toward vocational training, technical education and applied research at the expense of the distinctive contribution of the university to advanced education and basic research. Economic constraints and competition have further diminished the commitment to full participation of women and disadvantaged groups in the

activities of the university. Fundamentally, economic and managerial criteria are replacing, rather than complementing, academic professional judgment in university decision-making.

Each of the various academic disciplines contributes to the mission of the university. For example, the physical and biological sciences contribute to economic progress and human well-being and can play a vital role in restoring ecological balance as well as increasing our basic knowledge of the world in which we live. The knowledge of society, culture and language provided through the humanities and social services makes obvious contributions to the advance of civilization, but also makes less obvious but essential contributions to productivity and the organization of work, and democratization of society and to international cooperation. Moreover, a complex and rapidly evolving society requires critical examination. The economic, social, ecological and cultural consequences of radical change must be scrutinized. Universities are central to this task.

The increasing role of knowledge in society and the increasing societal demand and need for education require that government policy towards universities and allocation of resources to the university should reflect:

- the long-term commitment of the university to basic research and advanced teaching,
- the comprehensive and balanced contribution of the university to the development of science, the social sciences, the humanities and the professors,
- the need to attract and retain scholars of the highest quality to academic positions in the university,
- the need for full participation of women and disadvantaged groups in the university,
- the need to ensure an effective participatory decision-making process consistent with the best professional judgment and integrity, and
- a commitment to protection of academic freedom.

Government must invest the increased resources necessary to implement these principles; thus, we as scholars and teachers will be able to meet our responsibilities to the university and thereby contribute to the economic and social development of our societies.

We, the participants at the International Conference of University Teachers' Organizations in Edinburgh, August 1990, have unanimously agreed on the above statement and commend it to our respective national organizations for endorsement.

The Standing Committee on Higher Education

The NEA Standing Committee on Higher Education deliberates upon, prepares, and presents to appropriate NEA policymaking bodies recommendations on existing or proposed Association policy related to higher education. The Committee works for the full integration of higher education into the program of the Association and transmits to the NEA president and executive director relevant data for planning purposes.

Committee Members, September 1990

VirginiaAnn G. Shadwick, Chair, San Francisco State University, California

Betty Cunningham, Gadsden Elementary School, South Carolina

Carolyn Gwaltney, Point Pleasant Elementary School, Maryland

Nina D.P. Horio, University of Hawaii, Hawaii

Roger Knutsen, Green River Community College, Washington

Kenneth Margerison, Southwest Texas State University, San Marcos, Texas

James F. Rice, Quinsigamond Community College, Massachusetts

Bruce Romanish, St. Cloud State University, Minnesota

Shirley K. Rose, Patterson State Technical College, Alabama

Rance Thomas, Lewis & Clark Community College, Illinois

Gloria Wagener, Saginaw Valley State University, Michigan

Roy C. Weatherford, University of South Florida, Florida

Stan Schrader, Student Representative, Arkansas

Staff Liaison Kristeen Hanselman, Manager
Christine Maitland, Coordinator

1989-90 Report of the Standing Committee on Higher Education

Charges

The Standing Committee on Higher Education addressed the following charges during 1989-90:

1. To continue the development and improvement of programs and policies that enhance NEA's image in higher education and make it the primary professional association and advocate organization for all higher education faculty and staff; and to recommend ways to bring NEA's successes to the attention of the higher education community.
2. To Advise on the development of NEA programs that encourage minority students and women to enter employment at institutions of higher education.
3. To make recommendations to the Executive Committee on the structure and procedures for the development of NEA higher education statements and programs, such as the policy on part-time, temporary, and nontenured faculty and affiliate relations; and to report to the Executive Committee on the extent to which these policies are being implemented on the state and local levels.
4. To make recommendations to the Executive Committee on the recruitment of graduate students into the NEA, especially those involved in collective bargaining.
5. To make recommendations on the theme, format, and speakers for the Higher Education Conference and the workshop for local presidents at the conference.

Activities

In response to the first charge, the Committee met regularly with staff from Affiliate Relations, Publishing/Communications, Instruction and Professional Development, Research, and Government Relations to receive updates on current and planned programs. The Committee discussed the effectiveness of current programs and made numerous suggestions for improvement or changes.

With respect to the NEA publications specifically designed for higher education members (*Higher Education Advocate*, *Thought and Action*, *Almanac of Higher Education*), the Committee discussed

the need for wider distribution, including non-members, in order to press the image of NEA as a higher education organization. Specific recommendations are included on expanded distribution of these publications.

In response to the second charge, the Committee worked with the staff and recommended that a session on this topic be included in the 1990 Higher Education Conference, and this was accomplished. In the joint meeting with members of the Student Advisory Committee and in a follow-up report by the student member of the Committee, that Committee listened to reports on the CLASS program and its efforts in this area. In addition, this is one of the issues the NEA and AAUP are working on jointly with a special seminar held in June, 1990. The Committee received regular reports on this joint activity and was involved in making suggestions for the program.

In response to the third charge, the Committee had a briefing before beginning work on this task. The differing roles and functions of the Standing Committee and the National Council for Higher Education were discussed. The Committee then decided it was necessary to list and review the existing policy statements. All policies were included in *The 1990 NEA Almanac of Higher Education*. The Committee determined that it would be necessary to survey the states to report on the extent to which these are being implemented and thus is recommending this be a two-year charge. Those policies to be checked for state action include:

- Misuse of part-time faculty
- Protection of academic and intellectual freedom
- Faculty governance
- Excessive probation, nontenurable appointments
- Early retirement plans
- Access and remediation of students
- Accreditation
- Curriculum reform
- Evaluation of faculty
- Compensation equity
- Student assessment
- Vocational education

One concern raised by the Committee was that, in the current structure of NEA, the national and the state associations are generally unaware of what is happening at the local level with respect to these policies.

In response to the fourth charge, the Committee was authorized by President Geiger to meet with a subcommittee of the Student Advisory Committee to discuss the many issues surrounding the

recruitment of students, including graduate students, into the NEA. Since the Bylaws require only that a student be interested in teaching as a career to become a member of Student NEA, both groups agreed that any student, including graduate students, who is interested in teaching is eligible for membership in that category and that future recruitment on campuses should be so state. The issue revolved around graduate student and teaching assistants who are represented by NEA bargaining units. Currently, these students are treated as Student NEA members, though the basis for their representation by NEA is employment status and not student status. The Committee worked out language with the subcommittee of the Student Advisory Committee recommending an interpretation of the Bylaws on Active Membership and this was forwarded to the Executive Committee for consideration. In response to the fifth charge, the Committee worked closely with staff to shape the program for the 1990 Higher Education Conference and to develop the program for the local presidents' workshop. At the March meeting, discussion was begun on the theme and format as well as tentative speakers for the 1991 conference. The suggested topic is "Restructuring American Education: The Role of Colleges and Universities."

Recommendations

The Standing Committee on Higher Education 1990-91 received the following charges in addition to the two carry-over into a second year:

- To continue the development and implementation of programs and policies that enhance NEA's image in higher education in an effort to make NEA the primary professional association and advocacy organization for all higher education faculty and staff.
- To recommend ways to bring NEA's successes to the attention of NEA members and the higher education community in general.
- To advise on the development of a handbook on retirement for higher education employees.
- To make recommendations on the theme, format, and speakers for the Higher Education Conference and the workshop for local presidents at the conference.
- To work jointly with the Standing Committee on Education Support Personnel on concerns and interests of NEA members

who are educational support personnel at colleges and universities.

- To work jointly with the Standing Committee on Educational Support Personnel to review the impact of Resolution F-19 as related to subcontracting/contracting out, on higher education support personnel.
- To review the impact of Resolution F-19 as it relates to the increasing use of temporary and part-time faculty in institutions of higher education.
- To explore and recommend programs and other means by which the NEA can promote more effective cooperation and partnerships between K-12 and higher education faculty and staff.

The Committee recommends that the following two 1989-1990 charges be carried over into 1990-1991:

- To advise on the development of NEA programs that encourage minority students and women to enter employment at institutions of higher education.
- To make recommendations to the Executive Committee on the structure and procedures for the development of NEA higher education statements and programs, such as the policy on part-time, temporary, and nontenured faculty and affiliate relations; and to report to the Executive Committee on the extent to which these policies are being implemented on the state and local levels.
- To discuss how the NEA higher education program and affiliates might assist in "Operation Jump Start."

NEA Membership and Benefits

The National Education Association puts the strength of more than two million members and the experience of more than 130 years of educational advocacy to work for faculty and staff. No other professional organization or union can claim so long and strong a record of effective representation.

NEA is the largest college and university faculty organization in the United States, representing more than 100,000 higher education personnel. This size gives NEA the resources to represent faculty and staff on campus, in state legislatures, and in Washington—where many critical decisions about higher education are made.

At a time when our status is being constantly questioned, challenged and threatened with erosion, faculty and staff need to work together to protect professional and economic rights. Only concerted action can adequately safeguard intellectual freedom, tenure, professional integrity, and the right to a voice in academic governance.

On campus, representing faculty and staff concerns—From Maine to Hawaii, NEA chapters represent faculty, academic professionals, and university personnel in every type of institution—from public and private community colleges to Ph.D. granting universities. NEA offers professional advice, support, and assistance on the key issues that affect men and women in higher education:

- salary and benefits
- political action and lobbying
- grievance problems
- pension reform
- governance
- professional rights and responsibilities
- curricular reform

NEA staff experts regularly visit campuses to help faculty members settle problems that range from violations of tenure rights

to attacks on academic freedom.

Where collegiality and conciliation have failed to protect and promote faculty interests, collective bargaining may be the most appropriate method to resolve problems. NEA represents faculty and staff through collective bargaining at more higher education institutions than any other organization.

In other areas, where collective bargaining is not an option, NEA works politically to win increased funding and to strengthen the rights of faculty and staff.

In politics, lobbying for your interests—Key decisions on the future of higher education are often made by politicians, not academicians. Faculty and staff need a strong, reliable voice to carry their recommendations to state capitals and to Washington. NEA lobbyists work to win:

- increased funding for better salaries
- additional research and program funding
- equitable treatment for all faculty and staff
- more flexible grant and loan policies
- increased student aid funding

On Capitol Hill, NEA works effectively for major higher education support, including re-authorization of the Higher Education Act, the mainstay of higher education funding. NEA staffers also work to safeguard higher education funding in the federal budget and lobby to maintain and improve congressional support for higher education.

NEA professionals also monitor other legislation, such as tax reform, that has a significant impact on faculty and track federal administrative agencies that impact on postsecondary education.

Lawmakers in Washington, D.C. pay close attention to the issues raised by NEA's representatives on Capitol Hill, not the least because NEA member support helped elect many members of Congress. In the 1988 election, the NEA Political Action Committee (NEA-PAC) contributed more than $3.2 million to support the election of pro-education candidates. NEA-PAC contributions come totally from the voluntary contributions of NEA members, not from dues.

Between 1972-1988, 76 percent of the candidates endorsed by NEA-PAC were elected. NEA supports candidates from both major political parties.

At all governmental levels, NEA is a respected voice for faculty and staff.

A professional resource—NEA, the largest employee organization in this country, has the breadth of resources to provide its higher education members a wide range of services, including:

Legal advice and liability

NEA's legal staff has effectively argued that academic freedom should be recognized as a constitutional right. As a result of NEA litigation, tenure is now viewed as a property right protected by the 14th Amendment.

NEA's United Legal Services Program protects members subject to dismissal or severe sanction and provides legal advice on other issues as well.

NEA higher education members are automatically protected by a $1 million professional liability insurance policy at no extra cost. This liability insurance is there to defend members in cases that arise from the performance of their professional duties.

Research and information

Faculty compensation data are available to NEA state and local affiliates through the NEA Research Computer Network (RCN). The RCN also contains financial and budgetary data that helps affiliates analyze how institutions allocate their resources. This massive data base may be tapped for studies supporting organization, negotiations, lobbying, and litigation. Information about collective bargaining contracts in higher education, census data, and political action is also available through NEA.

Special publications

All NEA higher education members automatically receive three publications. These three publications have a larger circulation than any other publications serving the higher education community in the United States. The three publications:

1. *Thought and Action*—an academic journal published twice a year that provides a forum for an in-depth discussion of the issues affecting higher education. NEA members are encouraged to submit manuscripts. Submissions are refereed by an advisory committee of NEA faculty members.

2. *NEA Higher Education Advocate*—a newsletter published thirteen times a year with current news about higher education, state and national politics, and NEA higher education units.

3. *The NEA Higher Education Almanac*—an annual compendium of information and data about higher education.

Governance

The needs and concerns of NEA higher education members are specifically identified and represented within the NEA governance structure by the National Council for Higher Education (NCHE) and the NEA Standing Committee on Higher Education. Serving on NCHE and the Standing Committee are NEA members from colleges and universities around the nation.

National Conference

Each spring NEA sponsors the National Conference on Higher Education. This annual meeting brings together political and educational leaders and faculty and staff to discuss the cutting-edge issues confronting colleges and universities.

Year-round savings

NEA's higher education members are eligible to enroll in a wide range of unique programs available from NEA Special Services. These include:

- low cost term life insurance providing up to $200,000 coverage.
- special insurance programs including DUES-TAB (free life and AD&D insurance for members), MemberCare health insurance and AD&D (Accidental Death & Dismemberment) insurance.
- a gold Mastercard or Visa at discount prices.
- retirement security through tax-deferred annuities and guidelines for evaluating individual TDA products.
- significant discounts on all Hertz car rentals.
- discounted homeowners and renters insurance.
- free consumer guides on a variety of topics.
- a full range of vitamins and other healthcare products available through mail order.
- disability insurance that pays benefits when you are unable to work.
- an NEA credit program that helps members borrow up to $7,500 by mail.

For detailed information on all programs contact: NEA Special Services service number (800) 637-INFO.

Note: Not all services may be available in all states.

The NEA Higher Education Journal

Published semiannually, *Thought & Action* is the interdisciplinary journal of the National Education Association. *Thought & Action* publishes articles dealing with higher education that present the kind of intelligent dialogue that unsettles presuppositions, shakes loose comfortable assumptions, and generate responsible "thought and action."

Employing the blind review process, an eight-member panel of working faculty from across the nation meet twice a year.

Thought & Action Review Panel: 1990-91

Caroline Addison, Department of Baccalaureate Nursing, University of Detroit

Thomas Auxter, Department of Philosophy, University of Florida

Patricia Gozemba, Department of English, Salem State College

Patricia Gandara, School of Education, University of California at Davis

Stephen Hanzely, Department of Physics and Astronomy, Youngstown State University

Linda K. Johnsrud, College of Education/Department of Educational Administration, University of Hawaii at Manoa, Honolulu, Hawaii

Kathleen Urban, Legal Assistant Program, Social Science Division, Laramie County Community College

Contributors to *Thought & Action* should submit copies of their work both on computer diskette and hard copy. Specific guidelines for submissions are available upon request.

Please send all submissions to: Rebecca L. Robbins, Ph.D., Editor, *Thought and Action*, NEA Publishing, 1201 16th Street, N.W., Washington, D.C. 20036.

The National Council for Higher Education

The National Council for Higher Education (NCHE) is an independent organization for all higher education members within the National Education Association.

NCHE identifies and focuses the interests and concerns of NEA higher education members and affiliates, promotes NEA as the representative agent for higher education, and recommends programs within NEA to address the problems faced by college and university faculty and staff. NCHE is committed to promoting academic justice and excellence.

NCHE works directly with the NEA Standing Committee on Higher Education, the NEA Executive Committee, Board of Directors, and other standing committees to refine and expand NEA higher education policy and programs.

NCHE participates actively in the NEA Representative Assembly and other governance meetings to influence decisions important to higher education. In recent years, NCHE has secured the adoption of policies and items that:

- instruct NEA lobbyists in Congress to increase funds for student aid, especially in the Pell Grant Program.
- establish a position for NEA regarding sexual harassment on college and university campuses.
- collect information and data for dissemination to local faculty in the governance of two-year and four-year colleges and universities.
- provide funds to conduct annual professional seminars on issues of concern to the higher education community.

NCHE interviews and endorses candidates for elected NEA office. NCHE also annually recognizes outstanding higher education NEA leaders by presenting the James M. Davenport Memorial Award.

NCHE Officers for 1990-91

President:	VirginiaAnn G. Shadwick San Francisco State University
Vice President:	Roger Knutsen Green River Community College
Secretary/Treasurer:	James Rice, Acting Quinsigamond Community College
Executive Committee:	Gloria J. Green-Ridley University of the District of Columbia
	L. Alice Peters Bergen Community College
	Barry Stearns Lansing Community College
	Gloria Wagener Saginaw Valley State University

Any NEA-affiliated organization or member in higher education may join NCHE. Dues are $20 per year for individuals, $200 for groups with fewer than 200 members, and $350 for groups with fewer that 500 members, and $500 for groups with more than 500 members. Associate (nonvoting) memberships are $10. Contact: Secretary-Treasurer, NCHE, Membership and Affiliates, NEA, 1201 16th Street, N.W., Washington, DC 20036, (202)822-7162.

NEA Higher Education Bargaining Units

The following list of NEA higher education collective bargaining units is based on a report form developed and published by the National Center for the Study of Collective Bargaining in Higher Education and the Professions.

Institution/System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Adirondack Comm. College, NY	90	85	2	1
Adrian College, MI	56	75	4	1
Alpena Comm. College, MI	52	65	2	1
Atlantic Comm. College NJ	82	68	2	1
Baker College, MI	20	78	2	1
Barstow College, MI	33	79	2	1
Bay de Noc Comm. College, MI	46	73	2	1
Beaver County, Comm. College of, PA	54	73	2	1
Bellevue Comm. College, WA	350	72	2	1
Bergen Comm. College, NJ	245	68	2	1
Big Bend Comm. College, WA	50	80	2	1
Blue Mountain Comm. College, OR	73	75	2	1
Brevard Comm. College, Fl	231	81	2	3
Brookdale Comm. College, NJ	185	71	2	1
Broome Comm. College, NY	217	79	2	1
Broward Comm. College, FL	285	83	2	4
Burlington County College, NJ	96	70	2	1
Butler County Comm. College, KS	81	71	2	1
Butte College, CA	125	78	2	1
California State University System, CA	21,609	82	4	20
Camden County College, NJ	96	80	2	1
Carl Sandburg College, IL	57	75	2	2
Cayuga County Comm. College, NY	80	78	2	1
Central Comm. College, NE	134	85	2	3
Central Michigan University, MI	615	77	4	1
Chaffey Comm. College, CA	309	80	2	1
Chemeketa Comm. College, OR	225	74	2	1
Chemeketa Comm. College, Adjunct, OR	600	84	2	1
Chipola Junior College, FL	57	76	2	1
Chippewa Valley Tech. College, WI	188	85	2	2

Institution/System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Citrus College, CA	130	77	2	1
Clackamas Comm. College, OR	150	75	2	1
Clark College, WA	65	74	2	1
Clatsop Comm. College, OR	58	75	2	1
Clinton Comm. College, NY	55	78	2	1
Cloud County Comm. College, KS	46	70	2	1
Coast Comm. College Dist., Adjunct, CA	1,100	79	2	3
Colby Community College, KS	151	88	2	1
Colorado Comm. College System, CO	736	79	2	16
Columbia Basin Comm. College, WA	37	72	2	1
Columbia Greene Comm. College, NY	43	79	2	1
County College of Morris, NJ	193	75	2	1
Cowley County Comm. College, KS	44	69	2	1
Cumberland County College, NJ	50	68	2	1
Danville Area Comm. College/Staff, IL	72	84	2	1
Danville Area Comm. College, IL	69	83	2	1
Delaware County Comm. College, PA	100	74	2	1
Des Moines Area Comm. College, IA	237	76	2	1
Desert, College of the, CA	279	87	2	1
Detroit College of Business, MI	22	73	4	1
Detroit, Univ. of, MI	167	75	4	1
District of Columbia, Univ. of, DC	459	78	4	3
DuPage, College of, IL	230	89	2	1
Dutchess Comm. College, NY	200	87	2	1
Dutchess Comm. College, Adjunct, NY	270	87	2	1
Eastern Iowa Comm. College, Dist IX, IA	157	75	2	3
Edison State Comm. College, OH	43	85	2	1
Elgin Comm. College/Staff, IL	40		2	1
Endicott College, MA	30	73	2	1
Erie Comm. College, NY	468	78	2	3
Essex County College, NJ	148	68	2	1
Ferris State University, MI	507	73	4	1
Finger Lakes, Comm. College of the, NY	147	78	2	1
Florida Memorial College, FL	40	79	4	1
Florida State Univ. System, FL	8,000	76	4	9
Florida State Univ. System, Grad. Ass'ts, FL	3,300	76	4	2
Fox Valley Tech. College, WI	200	68	2	2
Fulton-Montgomery Comm. College, NY	67	78	2	1
Garden City Comm. College, KS	65	71	2	1
Gateway Technical College, WI	250	82	2	4
Gavilan Comm. College, CA	69	76	2	1
Genessee Comm. College, NY	112	78	2	1
Glen Oaks Comm. College, MI	28	68	2	1
Gogebic Comm. College, MI	48	65	2	1
Grays Harbor College, WA	50	68	2	1

Institution/System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Green River Comm. College, WA	223	72	2	1
Hartnell Comm. College, CA	91	76	2	1
Hawaii, University of, HI	2,820	74	2/4	9
Hawkeye Inst. of Tech., IA	118	80	2	1
Highline Comm. College, WA	381	65	2	1
Hillsboro Comm. College, FL	198	83	2	3
Hocking Technical College, OH	51	86	2	1
Hudson County Comm. College, NJ	45	89	2	1
Hudson County Comm. College, Admin., NJ	23	89	2	1
Hudson County Comm. College, Staff, NJ	86	89	2	1
Hutchinson Comm. College, KS	80		2	1
Illinois Eastern Comm. College, IL	89	85	2	4
Imperial Valley College, CA	77	82	2	1
Independence Comm. College, KS	34	70	2	1
Iowa Central Comm. College, IA	100	75	2	1
Iowa Lakes Comm. College, IA	82	75	2	2
Iowa Western Comm. College, IA	116	75	2	1
Jackson Comm. College, MI	120	65	2	1
Jefferson Comm. College, NY	73	75	2	1
Jefferson Tech. College, OH	46	85	2	1
John A. Logan College, IL	55	72	2	1
Johnson County Comm. College, KS	216	80	2	1
Kalamazoo Valley Comm. College, MI	96	69	2	1
Kansas City Kansas Comm. College, KS	104	71	2	1
Kaskaskia Comm. College, IL	64	84	2	1
Kaskaskia Comm. College/Staff, IL	60		2	1
Keene State College, NH	157	77	4	1
Kellogg Comm. College, MI	103	68	2	1
Kendall College of Art and Design, MI	50	74	3/4	1
Kern Comm. College, CA	324	77	2	3
Kirkwood Comm. College, IA	184	75	2	1
Labette Comm. College, KS	35	70	2	2
Laboure College, MA	15	75	2	1
Lackawanna Jr. College, PA	28	79	2	1
Lake Superior State University, MI	112	78	4	1
Lake Superior State Univ./ESP, MI	112	85	4	1
Lakeland Comm. College, OH	114	78	2	1
Lakeshore Tech. College, WI	92	68	2	1
Lane Comm. College, OR	272	74	2	1
Lansing Comm. College, MI	1,000	68	2	1
Lehigh County Comm. College, PA	66	70	2	1
Lewis and Clark Comm. College, IL	79	79	2	1
Long Beach City College, CA, Full-time unit	313	79	2	2
Part-time unit	610	89	2	2
Lowell, Univ. of, MA	546	76	4	1
Lower Columbia College, WA	82	81	2	1
Luzerne County Comm. College, PA	107	71	2	1
Maine Voc. Tech. Inst. Sys., ME	307		2	6
Maine, Univ. of-System/ESP 1, ME	300	78	4	9
Maine, Univ. of-System/ESP 2, ME	150	78	4	9

Institution/System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Maine, Univ. of-System ME	1,317	78	4	7
Massachusetts Comm. College System, MA	1,700	76	2	17
Massachusetts Comm. College System/Cont'g Ed., MA	1,800	87	2	17
Massachusetts State Colleges, MA	1,535	77	2	17
Massachusetts State Colleges/Cont'g Ed., MA	1,050	87	4	9
Massachusetts State Colleges/Prof. Admin., MA	447	79	4	9
Massachusetts, Univ. of, MA	1,800	74	4	2
Massachusetts, Univ. of/ESP, MA	1,293	80	4	2
McHenry County College, IL	55	71	2	1
Merced College, CA	123	76	2	1
Mercer County Comm. College, NJ	121	70	2	1
Metropolitan Tech. Comm. College, NE	125	74	2	3
Michigan State Univ./AP, MI	550	85	4	1
Mid-Michigan Comm. College, MI	40	68	2	1
Mid-Plains Tech Comm. College Area, NE	75	76	2	2
Mid-State Tech. Inst., WI	87	70	2	3
Minnesota Comm. College System, MN	1,629	72	2	18
Minnesota/Duluth/Waseca, Univ., MN	346	80	2/4	2
Monroe County Comm. College, MI	56	73	2	1
Montcalm Comm. College, MI	27	68	2	1
Monterey Peninsula Comm. College, CA	400	78	2	1
Mott Comm. College, MI	196	66	2	1
Mount Hood Comm. College, OR	561	75	2	1
Mount San Antonio College, CA	750	76	2	1
Mount San Jacinto College, CA	44	77	2	1
Muskegon Comm. College, MI	97	65	2	1
Napa Valley College, CA	213	77	2	1
National College of Business, SD	40	76	4	1
Nebraska State Colleges, NE	229	76	4	3
Niagara County Comm. College, NY	150	78	2	1
North Central Michigan College, MI	35	80	2	1
North Central Tech. College, WI	138	69	2	2
North Country Comm. College, NY	65	78	2	4
North Orange County Comm. College, CA	550	79	2	2
Northeast Iowa Tech. Inst., IA	96	75	2	2
Northeast Technical Comm. Colleges, NE	73	90	2	1
Northeast Wisconsin Tech. College, WI	195	72	2	3
Northern Iowa, Univ. of, IA	580	80	4	1
Northern Mich. Univ./Skills Ctr., MI	24	80	2	1
Northwest Iowa Tech. College, IA	33	75	2	1
Northwest Tech. College, OH	35	75	2	1
Northwest Tech. College, ESP, OH	20	86	2	1
Oakland Comm. College, MI	301	71	2	4
Oakton Comm. College, IL	141	86	2	1
Oakton Comm. College/Part-time, IL	65	85	2	1
Ocean County College, NJ	107	68	2	1
Olympic College, WA	344	64	2	1
Orange County Comm. College, NY	125	78	2	1
Palm Beach Comm. College, FL	200	88	2	4
Palo Verde Comm. College, CA	12	81	2	1

Institution/System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Pasadena City College, CA	343	79	2	1
Passaic Couty Comm. College, NJ	51	72	2	1
Peninsula College, WA	108	67	2	1
Pensacola Jr. College, FL	260	85	2	1
Pima Comm. College, AZ	280	78	2	4
Pittsburg State Univ., KS	210	74	4	1
Pratt Comm. College, KS	25	77	2	1
Rancho Santiago Comm. College/Cont'g Ed., CA	368		2	1
Rhode Island, Comm. Collegle of, RI	310	72	2	2
Rhode Island, Comm. College of/Prof. Staff, RI	130	80	2	2
Rhode Island School of Design, RI	97	78	4	1
Rhode Island School of Design/Part-time, RI	146	80	4	1
Rhode Island, Univ. of/Physicians, RI	4	79	4	1
Rio Hondo Comm. College, CA	363	79	2	1
Riverside Comm. College, CA	650	78	2	1
Roger Williams College, RI	152	72	4	2
Rogue Comm. College, OR	66	75	2	1
Saddleback Comm. College, CA	910	76	2	2
Saginaw Valley State University, MI	152	72	4	1
Saginaw Valley State University/ESP, MI	37	78	4	1
Saint Leo College, FL	56	79	4	1
Salem Comm. College, NJ	30	75	2	1
San Bernadino Comm. College, CA	544	86	2	2
San Joaquin Deltal College, CA	580	77	2	1
San Jose/Evergreen Comm. College Dist., CA	952	77	2	2
Santa Clarita Comm. College, Dist. 6, CA	60	77	2	1
Sauk Valley College, IL	50	69	2	1
Schenectady County Comm. College, NY	76	78	2	1
Schoolcraft College, MI	336	72	2	1
Sequoias, College of the, CA	313	76	2	1
Shasta College, CA	131	76	2	1
Shawnee Comm. College, IL	20	84	2	1
Shawnee State University, OH	80	75	4	1
Shawnee State University/ESP, OH	80	75	4	1
Sierra Comm. College Dist., CA	530	77	2	1
Skagit Valley College, WA	288	65	2	2
Solano Comm. College, CA	334	77	2	1
South County Community College, CA	895	78	2	2
South Dakota Univ. System, SD	1,250	77	4	6
Southeastern Comm. College, IA	78	75	2	2
Southeastern Illinois College, IL	40	85	2	1
Southern Illinois Univ.-Carbondale/Staff, IL	96	88	4	1
Southern Illinois Univ.-Carbondale/ESP, IL	658	78	4	1
Southern Illinois Univ.-Edwardsville/AP, IL	225	88	4	2
Southern State Comm. College, OH	29	85	2	3
Southwestern College, CA	500	77	2	1
Southwestern Comm. College, IA	38	75	2	2
Spokane Falls Comm. College Dist. 17, WA	1,000	70	2	2
Spoon River College, IL	38	73	2	1
St. Clair County Comm. College, MI	95	68	2	1

Institution/System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
St. Louis Comm. College, MO	473	78	2	3
Sullivan County Comm. College, NY	120	78	2	1
Sullivan County Comm. College/Staff, NY			2	1
Taft College, CA	23	76	2	1
Terra Tech. College, OH	46	85	2	1
Tompkins-Cortland Comm. College, NY	91	82	2	1
Treasure Valley Comm. College, OR	55		2	1
Ulster County Comm. College, NY	86	78	2	1
Ulster County Comm. College/Staff, NY	57	84	4	1
University of Nebraska-Kearney, NE	308	76	4	1
Victor Valley College, CA	89	76	2	1
Walla Walla Comm. College, WA	90	68	2	2
Washtenaw Comm. College, MI	162	66	2	1
Waukesha County Tech. College, WI	259	67	2	3
Wenatchee Valley College, WA	178	65	2	1
West Hills Comm. College, CA	47	77	2	1
West Shore Comm. College, MI	78	84	2	1
Western Iowa, Tech. Comm. College, IA	68	76	2	1
Western Nebraska Comm. College, NE	97	76	2	2
Westmoreland County Comm. College, PA	65	72	2	1
Williamsport Area Comm. College, PA	158	72	2	2
Youngstown State Univ./AS, OH	440	85	4	1
Youngstown State Univ./AP, OH	70	86	4	1
Youngstown State Univ., OH	414	72	4	1

NOTES:

1. Total number of 2-year institutions is 284.
2. Total number of 4-year institutions is 113.
3. Unit size is full-time, or full-time and part-time, as reported by unit. Units are faculty unless otherwise stated. AP=Academic Professional unit. AS=Administrative staff unit.
4. This table employs the definition of a branch campus used by the National Center for Educational Statistics. A branch campus, notes the NCES definition, possesses these characteristics: a permanent administration, programs offered that are at least two years in length, location not within commuting distance of the parent campus.

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